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Evaluation of the Culture, Heritage and Sport ArWAP Grants Programme

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.

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Authors: Dr Holly Taylor-Dunn, Emily Preston-Jones, Caroline White, Sophi Ducie and Sarah Bristol-Abbott

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Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government

For further information please contact:

Culture Division

Welsh Government

Cathays Park

Cardiff

CF10 3NQ

Email: Culture@gov.wales

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Glossary

ALBs

Arms-length bodies

ArWAP

Anti-racist Wales Action Plan

Black, Asian or minority ethnic communities

All ethnic groups except White British, including White minority groups such as Gypsy, Roma and Irish Travellers.

Capital grant

A grant of up to £15,000 for the creation, purchase or significant redevelopment of existing assets to enable organisations to sustain current cultural activities or create new ones.

Community mentors

People with lived experience of racism employed to work as part of the grant programme.

CHS

Culture, Heritage and Sport

CHS External Accountability sub-group

A group to support and challenge the Welsh Government and partners to deliver the policy goals and actions in the ArWAP relating to Culture, Heritage and Sport (CHS).

DWB

Dictionary of Welsh Biographies

EAP

Expert Advisory Panel

EoP

End of Project

ESG

Evaluation steering group

Grassroots organisation

An organisation with an annual turnover below £500,000 and led by and/or for people from Black, Asian or minority ethnic communities.

GRT

Gypsy, Roma or Traveller

Impact evaluation

An evaluation that seeks to understand the impact of a programme.

Large grant

A grant between £5001 and £30,000

PCW

People's Collection Wales

PfG

Programme for Government (commitments)

Medium grant

A grant between £3001 and £5000

M.E.L. Research

A social research agency commissioned to evaluate the CHS, ArWAP grants programme.

Process evaluation

An evaluation that seeks to understand how a programme was implemented.

Realist evaluation

An approach to evaluation that seeks to understand what was achieved, for whom, and in what contexts.

Round 1

The first round of funding launched in August 2023

Round 2

The second round of funding launched in February 2024

Small grant

A grant of up to £1000

Strand 1

Funding stream for Arm's Length Bodies to implement the CHS ArWAP goals

Strand 2

Funding stream for the local culture, heritage and sport sectors in Wales to implement the CHS ArWAP goals

Strand 3

Funding stream for grassroots organisations to create or maintain culture and heritage spaces.

WBFGA

Well-being of Future Generations Act 2015

WG

Welsh Government

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1. Introduction

1.1 About this report

This report has been produced by M.E.L. Research, a social research agency commissioned by the Culture Division of Welsh Government to evaluate the culture, heritage and sport ArWAP grants programme.

1.2 Background to the Anti-racist Wales Action Plan

The [Anti-racist Wales Action Plan](#) (ArWAP), which was published in June 2022 builds on previous Welsh Government initiatives on race equality and reconfirms the Welsh Government's long-held commitment to advancing equality for all.

The broad vision of the ArWAP is that Wales is an anti-racist nation. The purpose is to collectively, make a measurable difference to the lives of Black, Asian, and minority ethnic people. Welsh Government has defined anti-racism as:

“Actively identifying and eradicating the systems, structures and processes that produce radically differential outcomes for ethnic minority groups. It involves acknowledging that even when we do not regard ourselves as ‘racist’ we can, by doing nothing, be complicit in allowing racism to continue. It is not about “fixing” ethnic minority people or communities, but rather about fixing systems that have not benefitted and at times even damaged ethnic minority people. It is about working with the considerable strengths and leadership of ethnic minority people and using their lived experiences in how we, collectively, shape and deliver. It is about making a positive and lasting difference.”



The ArWAP is distinguished by three inter-related features. Firstly, the plan is built on the values of anti-racism. Secondly, principles of co-creation were adopted in the development of the plan with voices heard both internal and external to Welsh Government, across a range of key stakeholders and organisations. Thirdly, emphasis is placed on closing the implementation gap. A guiding principle of the plan is that the goals and actions should be translated into meaningful action (embedding

anti-racism at every level in organisations and in every aspect of planning, budgeting, employment and service delivery).

[Programme for Government \(PfG\) commitments](#) emphasise the importance of representing and reflecting the history and culture of Black, Asian, and minority ethnic people to ensure that their contribution to Wales is recognised whilst enabling equal access and participation to culture, heritage, and sport.

1.3 The Culture Division ArWAP grants programme:

The Welsh Government's Culture Division covers the remit areas of Museums, Archives and Libraries, and delivers and supports on key PfG commitments including the culture, heritage, and sport ArWAP goals. For the purposes of ArWAP, the definition of 'culture' includes the Arts, in addition to Museums, Archives and Libraries.

The Anti-racist Wales culture, heritage and sport fund provided grant funding across three different strands of programme delivery over three financial years up to December 2024 to support organisations at national, local and community level to deliver the culture, heritage and sport goals and actions outlined in the ArWAP and PfG commitments as stated above.

As part of delivering the grant, Culture Division appointed four community mentors to support delivery of the CHS goals and actions in the Anti-racist Wales Action Plan. The mentors were recruited to bring both their professional and lived experiences of racism into policy implementation, assisting officials to examine work through an anti-racist perspective. They were recruited to advise on the grant scheme process, review grant scheme proposals and offer their experience regarding the impact of racism in the context of CHS. The purpose of their role was to help ensure the grant schemes created meaningful and lasting positive changes for Black, Asian, and minority ethnic people.

The three strands of delivery included:

Strand 1 - The Anti-racist Wales culture, heritage, and sport fund

Strand 1 provided direct grant funding specifically allocated for commissioned projects delivered by Welsh Government arm's length bodies (ALB's) which include Sport Wales, the Royal Commission on the Ancient and Historical Monuments of Wales, Arts Council of Wales, Amgueddfa Cymru - National Museum Wales and the National Library of Wales.

A total of £1.8 million was allocated to six projects over three financial years which commenced in 2022/23. Funded organisations received between £240,000 and £529,000 to deliver their projects. The majority of funding was for revenue (£1,737,931.85) with a small amount of capital funding (£180,600).

Types of activities delivered under strand 1 included: training and mentoring, recruitment, delivering workshops, collaboration with grassroots organisations, reviewing and decolonialising public spaces, delivery of anti-racist education and learning, creation of new resources and online content in line with anti-racism principles.

Strand 2 - The Anti-Racist Wales culture, heritage, and sport fund

Strand 2 comprised of grant funding aimed specifically at the local culture, heritage and sport sectors in Wales via a competitive grants application process.

A total of £2.8 million was allocated over three financial years to 21 projects. The majority of funding was for revenue (£1,795,819.80) with some capital funding (£78,985.91). Strand 2 projects received between £34,700 and £240,000.

Examples of areas that were funded under this strand included: the use and management of existing collections and/or new artefacts and archives to improve access, understand and breakdown barriers for Black, Asian or minority ethnic people, mentoring/training programmes, community projects, development of permanent and temporary exhibitions that tell stories thorough the lens of Black, Asian or minority ethnic people's experience, communication and awareness raising, developing online content.

Strand 3 - Welsh Government's culture grant scheme for grassroots organisations

Strand 3 grant funding was aimed at grassroots¹ organisations across Wales. This strand supported Black, Asian, or minority ethnic people, including people from Gypsy, Roma, and Traveller communities, to have equitable access to and involvement in cultural activities across Wales. Unlike strands 1 and 2, strand 3 was administered by [Diverse Cymru](#) on behalf of Welsh Government.

This strand of grant funding was a direct response to two specific actions in the ArWAP;

1. To address the need to review funding applications to improve outcomes for Black, Asian, and minority ethnic-led organisations or people from Black, Asian or minority ethnic backgrounds and,
2. To ring-fence resources to support grassroots cultural and creative activities among Black, Asian or minority ethnic groups.

A key feature of this strand was providing ethnic minority people with the opportunity to cultivate and expand their autonomous cultural events and to define, interpret and engage in cultural activities that are meaningful and to create a more inclusive culture reflective of a diverse society.

Strand 3 was administered in two rounds and was included different sizes of grant. Both rounds were administered by Diverse Cymru on behalf of Welsh Government. Round 1 launched in August 2023 and the application window spanned six weeks, during which 26 grassroots groups and organisations received funding. Applications were invited for large grants (between £5001 and £30,000) and medium (between £1001 and £5000). Awards ranged from £3,170.00 to £30,000, with a significant portion allocated to projects seeking multi-year funding for the financial years 2023-2025.

In February 2024, a second round of the grant scheme was launched where grassroots groups and organisations could apply for either a small grant of up to

¹ Defined as an organisation with a turnover of less than £500,000

£1,000 or a capital grant up to £15,000. Applications for the scheme closed on 18 March, following a series of well-attended information workshops led by Diverse Cymru. More than 70 grant applications were received, demonstrating substantial interest from a diverse range of Black Asian and Minority Ethnic led community groups and organisations across Wales, including those catering to ethnic minority communities.

The small grants were capped at £1,000 per group/organisation, with a total budget of £10,000, enabling Welsh Government to pilot the use of pre-payment cards to support several micro start-up groups and organisations lacking business bank accounts, in addition to grants managed normally. This novel approach was designed to enable greater access to funding by grassroots organisations and was agreed by the Deputy Minister for Arts, Sport and Tourism in January 2024.

Given the high quality of small grant applications overall and the lower than anticipated uptake of pre-payment cards, adjustments were made to support more smaller projects, resulting in an increase in the total budget allocation for small grants to just under £12,000 (funding 12 projects). In addition to the small grants, a capital allocation of £123,000 was available for 2024/25 to support grassroots initiatives. Organisations were invited to apply for a capital grant of up to £15,000 to be spent on the creation, purchase or significant redevelopment of existing assets to enable organisations to continue to sustain current cultural activities or create new ones. In total, £121,465.12 of funding was allocated to 17 projects, ranging in value from £1,528 to £14,990. In total, 29 projects were funded in round 2.

1.4 Aims and objectives of the evaluation

This evaluation has focused on both the process of the CHS ArWAP grants programme (how it was delivered) as well as impact (to what extent has the grants programme achieved its objectives).

There were six key areas of interest outlined at the start of the evaluation, as detailed below.

Grant application process and programme management

- How effectively was the application and appraisal process implemented for each strand of the scheme?
- Did the application process for strand 2 facilitate the effective removal of barriers for ethnically diverse organisations?
- Did the application process for strand 3 facilitate the effective removal of barriers for ethnically diverse groups?
- To what extent has the grants programme been managed effectively in line with principles of the ArWAP?
- What has been the impact of revenue v/s capital funding on the outcomes achieved?

Engagement process

- What is the sectoral composition of organisations that have engaged with the grants programme across the three strands, and is this representative of diverse groups?
- What methods were implemented to ensure Black, Asian or minority ethnic people were included in co-producing the programme?
- What communication channels and access routes have beneficiaries used to engage with the programme?
- Has engaging in the programme resulted in confidence of grassroots organisations to apply for future funding?

Organisational change

- To what extent has there been an attitudinal shift towards anti-racism at organisational and sectoral level within the funded culture, heritage, and sport projects?
- To what extent has there been a shift in how cultural, heritage and sport policy development and delivery is co-produced with Black, Asian or minority ethnic people?
- To what extent has there been a shift towards representation of diverse groups in the composition of leadership and internal membership of organisations funded by the grants programme?

- To what extent is learning from the projects being embedded into organisational wider work across the three strands of delivery? Focus of the learning should include, though is not limited to; values of co-production and meaningful engagement, greater involvement with diverse community members, and collaboration and mentoring across the three strands.
- To what extent has grant funding facilitated grassroots organisations to develop their offer and become more financially sustainable?
- To what extent has grant funding facilitated organisations to take responsibility for relevant ArWAP goals?
- To what extent have organisations embedded sustainable change as a result of the grants programme (particularly when recruiting people from Black, Asian or minority ethnic communities into specialist roles).
- To what extent has the status and presence of Black, Asian or minority ethnic people improved within organisations as a result of the grants programme?

Cultural, Heritage and Sport spaces

- To what extent has there been a reduction in barriers for diverse groups in culture, heritage and sport spaces in Wales?
- To what extent is there greater representation of Black, Asian, and minority ethnic histories across the sectors?
- What is the nature of people's engagement with CHS spaces as a result of the grants programme?
- What is the scale of engagement for particular communities (to be defined following a review of all communities engaged or supported by funded work) with CHS spaces as a result of the grants programme?
- Do cultural, heritage and sport spaces across the sectors (both physical and virtual) offer diverse and representative activities/collections that are reflective of diverse histories?
- Has there been increased collaboration, engagement, and inclusion of Black, Asian, and minority ethnic community members in culture, historical and sport spaces?

- Have funded projects (in strand 3) enabled people from Black, Asian, and minority ethnic communities to create or maintain cultural spaces?

Outcomes and impact

- To what extent has the programme supported delivery of the specific culture, heritage, and sport ArWAP goals.
- To what extent have grant funded activities met their output aims and objectives.
- Identify whether additional, unintended outcomes have occurred as a result of grant funded activity.
- Identify examples of collaborative working across national, local and community levels.
- To what extent have grants across the three Strands addressed the needs of Gypsy, Roma, and Traveller (GRT) communities? To be done by examining the number of grants specifically targeting GRT groups and the number of grants incorporating GRT aspects within their projects.
- What has been the overall impact of the grants programme, with consideration for the extent to which funded organisations have embedded anti-racist practice and learning into their wider work.
- What has been the overall impact of the grant programme in addressing intersectionality.
- To what extent have changes in strand 1 impacted on organisations/groups in strand 2 and strand 3?

Lessons learnt

- What lessons learnt and recommendations can be provided from the evaluation of the grants programme?
- What can be taken forward to influence decisions and create a more equitable funding landscape for minority ethnic groups?
- What is the legacy of the grants programme and how sustainable are the outcomes achieved?

1.5 Report structure

The remainder of this report is broken down into a number of sections, including:

Methodology chapter – explaining how the evaluation was designed and conducted, including how the framework of realist evaluation was applied in practice. This chapter also outlines the different forms of data collection that took place and how the data was analysed and synthesised.

Findings chapter – this chapter is broken down into a number of sections, including:

- Section 1 – The application and grant management process – this section includes a detailed analysis of the application and grant management process for each of the three strands. This includes analysis of data from interviews with the programme team, project leads, online surveys with project leads in strands 2 and 3 and analysis of end of project (EoP) reports.
- Section 2 - Engagement – this section explores how the three strands worked with communities to design and deliver their activities, drawing on data from interviews with programme staff, project leads, project staff, online surveys with project leads in strands 2 and 3 and analysis of EoP reports. This section also includes reflections from community groups (Group 3) and people who were employed or commissioned to work on funded projects (Group 2).
- Section 3 - Outcomes and impact – this section provides a detailed description of what has been achieved in each of the three strands, including progress towards ArWAP goals and actions, progress towards PfG Commitments, outcomes in relation to culture, heritage and sport spaces and outcomes at the individual, community, organisational and societal level. This section includes analysis of the impact of the grant fund on staff who received training on anti-racism (Group 1) and people who engaged with funded activities (Group 4). This section concludes with a revised programme theory to explain how outcomes were achieved and in what contexts.
- Section 4 – Lessons learnt – the final section of the findings chapter considers the lessons and recommendations that have emerged from various sources during the course of the evaluation.

Conclusion and recommendations - The final chapter draws the evaluation together, highlighting key lessons and recommendations for future anti-racist grant funding.

2. Methodology

2.1 Evaluation approach

A realist evaluation approach was undertaken for this project. Realist evaluation (Pawson and Tilley, 1997) is a theory-based approach to evaluation which seeks to understand what works, for whom, in what circumstances and in what respects. It emerged in the 1990s as a response to criticisms of traditional evaluation approaches. At the time, most social policy evaluations either used experimental approaches (such as Randomised Controlled Trials RCTs) that could measure the difference between two points, or more qualitative approaches that could describe the difference between two points - but neither could explain how the difference was achieved. It was the desire to understand causality between interventions and outcomes that led to new evaluation approaches such as realist evaluation.

The essence of realist evaluation is that social programmes do not bring about change, instead it is the resources they generate and the conditions they create for people to act, that generates change.

In realist evaluation it is assumed that programmes and the measures they introduce will trigger different mechanisms depending on the local context. Context is therefore really important in realist evaluation because it will either help or hinder mechanisms from leading to outcomes.

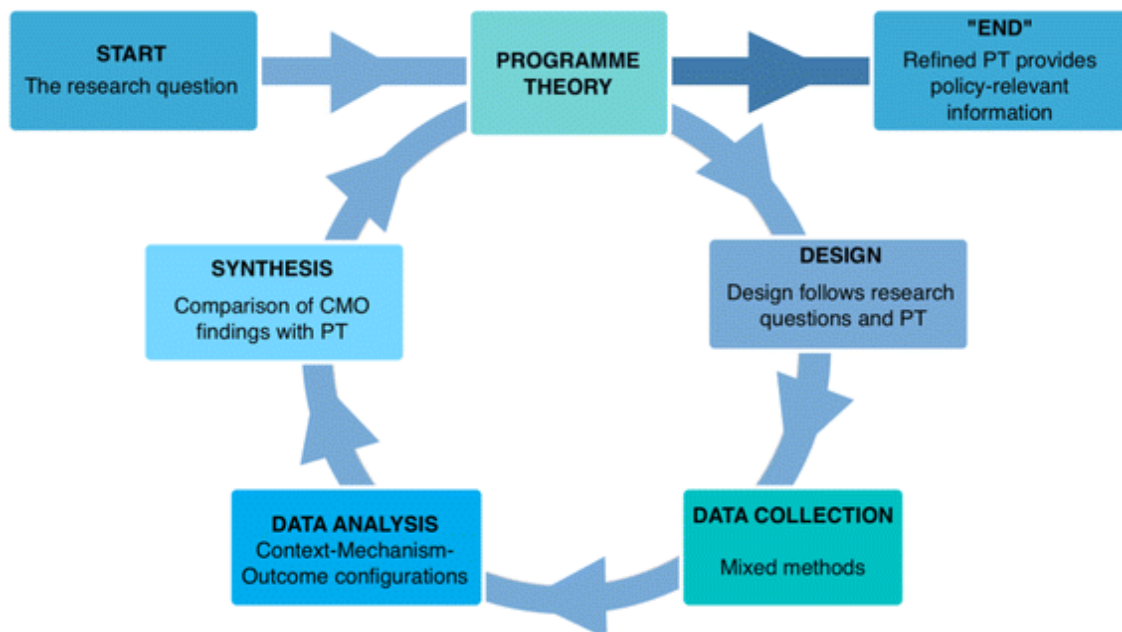
2.2 Designing the initial programme theory

The first stage of a realist evaluation is designing a programme theory (or theory of change). A workshop with the programme team was held, including Diverse Cymru and community mentors to design the initial programme theory. To ensure those who couldn't make the workshop could still contribute, an online version was sent to the evaluation steering group². A finalised version of the document was produced that informed how the rest of the data collection for the evaluation was collected (Appendix 1).

² The evaluation steering group consisted of Culture Division staff, community mentors and the Race Disparity Evidence Unit.

Figure 1 - The Realist Evaluation Cycle

(Belle and Rifkin, 2017) adapted from Marchal and others (2012)



2.3 Identifying relevant stakeholders (inc. mapping exercise)

The evaluation team worked with the evaluation steering group to map out the relevant stakeholders for this evaluation. While much of that work had been done by the Culture Division at the point of commissioning the evaluation, it was important that the issue was explored further.

A mapping exercise was conducted by reviewing a subsection of mid-year monitoring reports from across the three strands. This process highlighted four key groups who would have interacted with or been impacted by the grant programme in unique ways.

The groups and their associated sample sizes are summarised below:

- Group 1: People working in organisations who received training (through funded projects)
 - Sample: 10 projects across Strands 1 and 2

- Group 2: People who were employed or commissioned as part of the funded projects
 - Sample: 23 projects across Strands 1 and 2
- Group 3: Community groups who worked with the funded projects to help deliver or design activities
 - Sample: 19 projects across Strands 1 and 2
- Group 4: People who took part in funded project activities
 - Sample: Projects across Strands 1, 2, and 3

While group 4 had always been part of the evaluation plan, the first three groups were additional. To understand the total sample size, project information was reviewed across the three strands to identify how many projects may have a relevant sample for each group.

The evaluation team then worked with the steering group to develop data collection approaches for each stakeholder group. Please see Appendix 6 for more information on the stakeholder groups, the data collection method used, how made initial contact was made, the sampling approach and remuneration.

2.4 Exploring potential data sources

In the initial design of the evaluation approach, the team aimed to access data on the number of unsuccessful applications to the grant fund, ideally through a data set with details of each application, the score and the final decision, however this data had not been routinely collected. It was also suggested to speak with some unsuccessful applicants about their experience, however, this was not possible as their details had been deleted (in line with GDPR).

2.5 Creating an Expert Advisory Panel

An Expert Advisory Panel (EAP) was formed for the evaluation to offer advice and guidance (informed by lived experience of racism) to the evaluation team on engaging with people who experience racism/structural racism.

The purpose of the group was to:

- Offer advice and guidance on how to engage meaningfully with different communities who have experienced racism.
- Offer advice and guidance on the logistical differences of the groups, who have experienced different aspects of the grants programme.
- Help co-design engagement, including advising on approaches, topic guides and sharing information about the research.

Three remote meetings were held with the EAP and two offline reviews were completed by the EAP members between November 2024 and March 2025. The content of these centred around planning data collection with Group 2 (people who were employed/commissioned as part of the funded projects) and Group 4 (people who ‘took part’ in funded project activities).

Participation in the group was voluntary, and this was communicated frequently, with availability having no impact on their continuation on the panel or their relationship with the Welsh Government and Diverse Cymru.

Members of the group were paid £50 for each meeting they attended, and for each offline review session, which they were encouraged to spend no longer than one hour on.

2.6 Designing data collection tools

Based on the evaluation aims and objectives, and informed by the framework of realist evaluation, the data collection tools were designed for the stakeholders identified. Each of the data collection tools was designed in consultation with the evaluation steering group, and where relevant, the EAP. All documents were approved by Welsh Government before being sent for translation. A summary of the data collection tools is below:

- In depth interviews with grant managers, Diverse Cymru and community mentors to explore views on both the process and impact of the grant programme.
- In depth interviews with the [Race Disparity Evidence Unit](#) and ArWAP Central Implementation Team to explore the wider context of the grants programme.

- An online survey for all funded projects in strands 2 and 3 to understand their views on the application and grant management process, the outcomes achieved (including barriers) and their recommendations for future funding/anti-racism approaches.
- In-depth interviews with recipients of grant funding in each strand, to understand their views on the application and grant management process, the outcomes achieved (including barriers) and their recommendations for future funding/anti-racism approaches.
- An online survey with people working within organisations who received training (from funded projects) – to understand their views on the training, any impact it had and plans for the future.
- An online survey and interviews with people from Black, Asian or ethnic minority backgrounds who were employed/commissioned as part of the funded projects – to understand their experience of working on the project, any impact it had and their views on how things could be improved.
- An online survey with community groups who worked with the funded projects to help them deliver or design – to understand their experience of working with funded projects and any impact.
- In-person and online visits to projects with people who took part in funded project activities – to understand how and why they took part, any impact it had on them, and what they would like to see in terms of culture, heritage and sport spaces in Wales.

2.6.1 Approaches to data collection

Access to relevant stakeholders varied across the groups as did the practical and ethical challenges. The approach taken with each stakeholder group is outlined below. All research tools were reviewed and approved by the evaluation steering group prior to being used.

Interviews with programme staff – direct contacts (names and email addresses) were provided by Welsh Government with the consent of participants. Welsh Government provided the research team with contact details for Culture Division staff, community mentors, Diverse Cymru staff and other Welsh Government employees. This

information was provided securely via an online platform. A member of the research team contacted each person individually to arrange an interview. The interview schedules were reviewed after the first two to ensure the topic guide was fit for purpose.

Interviews and online survey with funded projects – direct contacts were provided by Welsh Government to the research team. For strands 1 and 2 this included a name and email address. For strand 3 this included an email address. These contact details had been provided with consent of the funded projects as part of the grant funding. Some challenges were encountered with this approach, particularly in strand 3 where not all of the email addresses were current (with some people having left the organisation). Recognition payments were provided to strand 3 project leads in the form of a £50 online shopping voucher sent by MEL Research via email following the interview. This decision was made based on discussions with the community mentors and others involved in the grants programme. It was deemed important to recognise the time of strand 3 project leads because these individuals commonly work at very small organisations with limited resources. Taking up to an hour of their time may have implications for their delivery.

For the interviews, initial contact was made with all project leads in strand 1 and a sample of project leads in strands 2 and 3. This ensured a spread across the sectors and different types of projects. The list of potential interviewees was reviewed on an ongoing basis due to low response rates. The interview schedules were reviewed after the first two to ensure the topic guide was fit for purpose.

For the online survey, (for strands 2 and 3) this was sent to all email addresses provided to the research team. The online surveys were tested by the research team and the evaluation steering group.

Online survey with people who took part in training and community organisations – Anonymous online surveys were designed for groups 1 and 3 as not to gather any personal data unnecessarily. Funded project leads were asked to distribute the survey links and invites to relevant people.

Online survey and interviews with people employed or commissioned as part of funded projects - This particular part of the evaluation was discussed at length with

the EAP. Topics discussed covered the need to interview this group (at risk of feelings of extraction, voyeurism and re-traumatisation), protecting anonymity, question wording/terminology variation between those employed and those commissioned, empowering interviewees, and appropriate reimbursement. Respondents explained the importance of giving people control over their information and explained some of the concerns people may have about taking part. Close collaboration with the EAP informed the development of an approach that would be sensitive to these concerns. For example:

- Providing an in-depth explanation of what to expect, as well as the interview questions prior to interview, allowing the interviewee to digest this and inform the evaluation team of any questions they would like to avoid.
- Providing themes and quotes from the interview to the interviewee to review and approve up to seven days after the interview.
- Giving the choice to be named as a contributor to the research

Funded project leads were asked to send out an email invite and online survey link to people on the evaluation teams behalf. The invitation offered recipients the option of speaking to a researcher instead of completing the online survey (or in addition to). A £50 voucher was offered to those interviewed as recognition for their time. This decision was made due to the potentially sensitive nature of the questions and to ensure, amongst other techniques, that participants did not feel exploited for what could be a retraumatising conversation. Payment was especially important to provide for freelance workers as the one hour spent within interview could be taking time away from other paid work. It would be unethical to not extend this to those who had been employed on contracts, and thus it was provided to any Group 2 individual that was interviewed.

In person and online engagement with people who took part in funded activities - As with Group 2, the approach was discussed at length with the EAP. The team aimed to engage with individuals in settings where they felt safe. In agreement with the EAP and evaluation steering group, it was decided to approach organisations who had already taken part in the evaluation (e.g. through an interview) and to have a conversation about any opportunities to come and meet people who had taken part

in ArWAP funded projects. The topic guide for discussions was designed in consultation with the EAP.

As the groups consulted differed, such as by activity, location, set-up and membership, the approach to consulting was adapted and flexed for each, whilst centring around a set of core questions. Attendees were made aware of the purpose for the researchers attending prior to the workshop and they were encouraged to be involved in the way which most suited them. This took form of some people speaking to researchers one to one, some group discussions and some solo responses provided on to post it notes. Two consultations took place remotely, with individuals joining as part of an online focus group.

2.7 Data collection activities

Table 1 - Summary of data collection activities, targets and sample achieved

| Data collection approach | Total population | Target sample | Sample achieved |
|--|--|--|--|
| Interviews with Welsh Government Culture Division officials, community mentors, Diverse Cymru and other Welsh Government departments | 11 | 11 | 9 |
| Online survey with strand 2 project leads | 21 | 21 | 7 |
| Online survey with strand 3 project leads | 55 | 55 | 12 |
| Interviews with strand 1 project leads | 7 | 7 | 7 |
| Interviews with strand 2 project leads | 21 | 10 | 9 people from 8 projects |
| Interviews with strand 3 project leads | 55 | 15 | 16 people from 12 projects |
| Online survey with people who received training or support | Unknown | 10 projects identified as offering training or support | 18 |
| Online survey with community groups | Unknown | 19 project identified as working with community groups | 3 |
| Online survey and interviews with people employed or commissioned | Unknown | 23 projects identified as employing/ commissioning | 14 (11 survey responses, 3 interviews) |
| In-person and online engagement with people who took part in funded activities | Unknown sample of individuals, 82 projects | 80 (from 8 projects) | 67 (from 8 projects) |
| Analysis of EoP reports | Strand 1 – 6 Strand 2 – 21 Strand 3 - 55 | Strand 1 – 6 Strand 2 – 21 Strand 3 - 55 | Strand 1 – 6 Strand 2 – 16 Strand 3 - 37 |

2.8 Changes to the approach

During the course of the evaluation, changes were made to the approach, in consultation with the evaluation steering group. One of the key changes was the introduction of the four groups of people to engage with. Two methods were removed. The first was a civic society focus group and the second was a Ripple Effect Mapping (REM) session. The civic society focus group was suggested in the original ITT. The aim being to understand if the grants programme had had an impact on how people from Black, Asian or ethnic minority communities viewed culture, heritage and sport spaces. After discussing the timeframes and aims of the evaluation, it was agreed that the civic society focus groups would not add significantly to answering the evaluation aims and research questions (because much of this information would be gained through speaking to group 4). The REM workshops, proposed as part of the original bid, were intended to bring together funded project leads to collaboratively map the impacts associated with the funding. However, it became clear that funded projects had limited capacity and due to challenges in recruiting to interviews and the online survey, it was decided that another (additional) form of data collection would not be advisable. It was also felt that the research aims and objectives could be met with the existing data collection approaches.

2.9 Analysis and reporting

All qualitative data, including interviews, open-text online survey responses, and EoP reports have been analysed thematically, and in line with the realist evaluation framework. All analysis has been reviewed by the project manager.

The data collected during the evaluation has been used to answer the key research aims (and associated questions) agreed at the start. Where possible, a range of data sources were used to evidence the findings (thereby strengthening their veracity).

2.10 Limitations

There are some limitations to this evaluation. One of the key limitations is that funded projects concluded in December 2024 (with some concluding the previous year). This meant collecting data from people who were engaging with funded project activities was limited because the activities had ended. As the data collection

approach needed to be co-designed with the EAP, engagement with these groups did not begin until February 2025. This meant collecting data from organisations who were still operating (after funding had concluded). The sample is therefore skewed in that the views of people engaging in funded activities, are part of organisations that have the resource to continue without the ArWAP grant. It would have been preferable to visit projects and events as they happened, however, this would have required the evaluation to have been commissioned much earlier in the grant process.

Another key limitation is the small sample sizes for some of the data collection approaches, (e.g. community groups), in addition to missing EoP reports (from strand 3 in particular). This means that the conclusions drawn from this evaluation reflect the data available, rather than a true reflection of the entire grants programme.

The final limitation which has impacted various aspects of the research process is the short timeframe for the evaluation (September 2024 – March 2025). Given the complexity of the grant and the number of organisations involved, more time to build relationships with project leads and establish trust would have been beneficial, potentially strengthening the depth and quality of the data.

3. Findings Section 1 – Strand 1

3.1 Main Findings



Strand 1 focused on providing funding to arm's length bodies (ALBs) across culture, heritage and sport:

- a) While some projects went through an iterative process with Welsh Government to refine their project, others described a competitive process where they applied and waited to hear the outcome. Project leads had limited feedback on the application process, other than to note the time it took to receive final confirmation.
- b) The grant management process was described by Welsh Government programme staff as working well, particularly the role of community mentors and the value of quarterly monitoring meetings. However, there were challenges, including delays in the funding being available, limited funding for the community mentor role, and a need for pastoral support for project staff who were working in organisations with limited diversity.
- c) Project leads identified a number of positive aspects of the grant management process, suggesting it was comparable to other government funding grants, that monitoring requirements were manageable, that the overall monitoring process was supportive, the community mentor role was valued and the funding was reasonably flexible.
- d) Project leads also described some challenges, including, monitoring forms being repetitive, the timing of payments did not align with programme delivery, that project staff needed more pastoral support (as identified by Welsh Government staff), that there should have been more opportunities for shared learning and that the financial monitoring requirements were overburdensome.

3.2 Strand 1 – Welsh Government and programme staff's views on the application process.

Strand 1 provided direct grant funding specifically allocated for commissioned projects delivered by Welsh Government arm's length bodies (ALB's) which included

Sport Wales, the Royal Commission on the Ancient and Historical Monuments of Wales, Arts Council of Wales, Amgueddfa Cymru - National Museum Wales and the National Library of Wales.

Programme staff described how ALBs were invited to submit an initial proposal, followed by further iterations responding to feedback on how the proposal could be developed, e.g. how the project could make more significant change, before the grant was offered. One participant explained that this was Welsh Government's normal process when awarding grants to ALBs.

3.3 Strand 1 – Project leads views on the application process.

3.3.1 Differing experiences of the application process

Participants from the five strand 1 funded organisations (two organisations were working together on a joint project) were divided in their experiences of the grant application process. While some described it as an iterative process (as described above), others perceived it as a competitive process, where they applied for the funding and then had to wait for a decision - with no feedback or discussion of their application.

“We were strongly encouraged to put in a bid for the funding, which you know absolutely agree with. It didn't feel like it was a, you know, a ‘given’ that we would get the funding, and it felt like we were going into a kind of competitive process. ...So, encouraged to apply - so that was the first communication. Applied - didn't hear, one month on - chased, further month on - approved.”
Strand 1 grantee, ID12

Participants engaged in the iterative process described that the process started with submission of a draft idea followed by further iterations of the draft until all of Culture Division's questions were answered. This included supplying more information or expanding on points in the draft.

In all cases, the iterative process also involved discussion with Culture Division on how to deliver the project with less money than requested which meant these projects had to quickly adapt their project plans to the available funding.

“It was reduced. So, we had less than we asked for initially. So, we had to remodel in a very short space of time.” Strand 1 grantee, ID8

Projects involved in a perceived competitive process received all the funding requested.

3.3.2 Challenges with the application process

For one participant, the lengthy iterative process, lasting from June to September/October, with final confirmation near the end of the year, was frustrating and raised concerns about having to spend the funding by the end of the financial year in March (this was subsequently resolved – more details below).

3.4 Strand 1 – Welsh Government and programme staff’s views on the grant management process.

Programme staff from Welsh Government thought that the grant management process had been effective in supporting grantees. One participant credited this to establishing and managing relationships with the funded projects from the early stages of awarding the grants.

3.4.1 Value of quarterly monitoring meetings

Programme staff particularly focused on the quarterly monitoring meetings led by the Culture Division Equalities Lead with the support of a community mentor. They described monitoring meetings as an opportunity to find out how projects were progressing, monitor spending, communicate requirements for submitting claims, advise projects on gaining more community involvement if needed, advise on whether ideas were culturally appropriate and, crucially, identify any issues experienced by funded projects, followed by support if needed. The Equalities Lead explained that although monitoring meetings were quite structured they also had an informal approach, with the aim of breaking down barriers to encourage projects to be open about any issues they were experiencing, which they could then discuss with the Culture Division team and offer support.

3.4.2 Role of community mentors

Community mentors were valued for bringing lived experience of being a member of a minority ethnic community to the grant management process, along with support,

expertise, advice and challenge. They also brought wider perspectives and knowledge to support the Equalities Lead in their role.

3.4.3 Challenges of the grant management process

3.4.3.1 A delay in the launch of the ArWAP CHS grant scheme

This delay meant that funding was awarded later in the financial year, i.e. October, which put pressure on organisations' project managers to deliver within six months what should have been delivered in the first year (an issue also affecting strand 2).

3.4.3.2 Limited resource for community mentors

Community mentors and members of the Welsh Government programme team highlighted that due to budget constraints, Culture Division could only call on community mentors for a limited amount of time and that, ideally, the job should be regularised. Furthermore, community mentors had to work round their 'day job', which became too challenging for one community mentor who had to leave.

3.4.3.3 The need for pastoral support

Community mentors became aware of the need for more pastoral support in some arms-length organisations for people implementing a project on the organisation's behalf. For example, wellbeing support for lived experience project workers engaging in potentially triggering activities, or more support for Black, Asian or minority ethnic project managers working in a non-diverse civil service environment.

"I suppose it came to light during the monitoring meetings, when we've asked specific questions about how organisations are supporting individuals who are key to delivering the project. It is clear from people's reactions and answers that that has not been a consideration in some organisations." Welsh Government [Mentor] ID7

3.5 Strand 1 – Projects leads views on the grant management process

Strand 1 participants were divided over their experiences of the overall grant management process. While some thought it had worked well overall, others found it more challenging.

3.5.1 Positive experience of the grant management process

We identified the following themes from participants who were satisfied with the grant management process overall:

3.5.1.1 The grant was comparable to other government grants

The grant management process was similar to previous experience of government grants.

“On the whole, I felt it was managed well. There's lots of government grants that we manage and I think it was definitely on a par with other grants that we administered.” Strand 1 grantee, ID9

3.5.1.2 Monitoring requirements were manageable

The monitoring of outcomes was manageable and at the usual level expected from government grants (this consisted of quarter and mid-year monitoring reports and claims for funding, including all invoices).

3.5.1.3 The monitoring process was supportive

Despite its rigour, the monitoring process was supportive. For example, one participant felt they had never been more closely monitored and that the only time they'd experienced such a rigorous process was for a European project. However, there was a major difference between the two experiences; while the European project monitoring process almost seemed to want to 'catch you out', the strand 1 management process was much friendlier and asked questions simply to get a better understanding of the project.

Quarterly monitoring meetings worked well as they were informal, supportive, provided an opportunity to add more detail to quarterly monitoring reports and to talk through the plans for the next quarter year. The informal nature of meetings made it easier for projects to raise any issues or to make changes to projects (more details later). Moreover, Culture Division staff had generally been helpful, quick to respond and approachable.

In addition, the quarterly monitoring template was described as straightforward to complete and provided a useful tool for project managers to reflect on progress and

challenges (however, there were contrasting views on the content of the reporting templates – see below).

“The quarterly monitoring was based on a template which was very useful in terms of being able to frame our responses regarding progress. There were some good prompts in there to ask about the challenges, and so on. And having those in there I think were useful for the project management to critically evaluate how we were doing.” Strand 1 grantee, ID9

3.5.1.4 Community mentor input was valued

Community mentor involvement in monitoring meetings was seen as a valuable addition to the reporting process.

“In terms of the reporting, it’s quite similar to previous grants... what’s different is having community members and representatives of Global Majority organisations in the reporting space.” Strand 1 grantee, ID7

3.5.1.5 The process was flexible to changes

Welsh Government was flexible to projects adjusting elements of their plans, which was a straightforward process via a contract variation request. For example, two projects made significant changes to their projects to include community involvement, e.g. co-creation with communities and community-based projects, in both cases due to the influence of Black, Asian or minority ethnic project managers not involved in the original project design. Both project bids had initially not included any community engagement activities or prior consultation with communities.

“Because of the very, very strong steer from [Name of Project Manager] towards co-creation. One question [the project manager] constantly asked us was, “OK. You said you want to do this. Have you consulted the community that you’re working with? Do they agree that that’s a priority for them?”, and so, little by little, the project shifted quite fundamentally from being about the [original subject of the application].” Strand 1 grantee, ID10

Furthermore, the grant management process encouraged both projects to change the direction of their project, i.e. move towards community involvement as it would enhance the project, e.g. align the project with the principles of the ArWAP. One of

the project leads particularly credited the Equality Lead's support with their ideas to enhance the project.

“Very easy indeed, and more than just easy. We were actually encouraged to do so, to go with the flow, to go with the direction that the community wanted to go in.” Strand 1 grantee, ID10

The grant management process also allowed some financial flexibility, e.g. allowing budget flexibility between different funding pots through the contract variation process and allowing one project to spend most of the grant towards the latter end of the project due to a late start to the project [although this is also described as a challenge - more details below].

3.5.2 Challenges of the grant management process

All participants, including those that were satisfied overall, faced challenges with aspects of the grant management process.

3.5.2.1 Monitoring forms were described as repetitive

Most participants found quarterly monitoring forms a repetitive process. Quarterly and mid-year monitoring reports asked for similar things which, in practice, mainly involved cutting and pasting from the previous report. One participant suggested Culture Division should simplify the form in a way that would still collect all the information required.

“And then you get a mid-year monitoring form to fill in as well and I'm cutting and pasting you know. It's like, “Why? I've said most of this.” Strand 1 grantee, ID8

“I often felt like I was answering the same question over and over again, or trying to figure out a new way to say the same thing again.” Strand 1 grantee, ID13

Additionally, one participant found that the forms needed to provide more opportunity and 'space' to add 'a human touch' to report writing, e.g. to be able to put across how the project was changing people's lives.

“And they lacked a bit more of like, a human touch to what we were writing in. It felt like the questions felt like a bit stale and, like projects like this that is involving, you know, changing real people's lives and, you know, taking people through different changes, I think some of the questions could have been more humanised.” Strand 1 grantee, ID13

Furthermore, some projects found it challenging that monitoring was constantly asking for impacts, when the project was at the stage of delivering outputs, and impacts were yet to happen.

“It’s difficult that they [Welsh Government] are demanding impact and outcomes before you’ve even got to that stage. So, a lot of our reporting was outputs, you know, what we've done, and they [Welsh Government] were constantly asking us to say what has been the impact, the outcome of that, and all one can say is, “Getting on with the project, doing what we were doing, what we were asked to do”. The big impact really only comes in this process now [the evaluation]. The end of project report is the time to be evaluating the legacy and the outcomes.” Strand 1 grantee, ID10

3.5.2.2 The timing of payments was challenging

Most projects faced issues with strand 1’s front-loaded funding profile, arguing that projects generally need time to get up and running. For example, it takes time to recruit new members of staff, ‘bed them into’ an organisation, establish links with the community or develop artistic work. One participant suggested that rather than being front-loaded, with funds gradually reducing over the three-year grant period, it would have been more useful to receive most of the funding in the final eighteen months when the project was ready to ‘motor’.

The grant management process eventually offered some budget flexibility to most projects impacted, for example by exploring if additional funding could be accessed. However, participants’ narratives suggest that this experience was stressful, took time to sort (impacting on the project start) and relied on people’s hard work and commitment to complete projects in time.

“The consequence of this is that we've had a huge flurry of activity towards the end of the project. And that's put a huge amount of pressure on people. They've not been able to take leave. Not that we forced them; their commitment to the project was such that they didn't take leave.” Strand 1 grantee, ID10

One project's slow start due to set-up time was further compounded by time taken to explain to Welsh Government that their organisation needed time to award grants to other organisations involved in the project, and that these organisations were not in a position to spend the money to do the work and claim it back.

“So, we suddenly had this big pot of money we had to get it out the door because it was in that financial year that we needed to get it out to the [other organisations working on the project]. Anyway, but we had to provide evidence that the work had been done and we were saying, “Hang on a minute, that's not how it works”. So, we found ourselves in having some very kind of challenging conversations and did eventually get an understanding. ... But it delayed, you know, it delayed us getting things up and running.” Strand 1 grantee, ID8

This project suggested that in future, more time should be allowed at the beginning to iron out potential issues before a project begins. Eventually, the project was allowed to move money to the next financial year in order to award the grants.

3.5.2.3 The need for pastoral support for project staff.

In line with feedback from Welsh Government programme staff, three project leads also highlighted the need for more pastoral support for project managers making changes in organisations with very established cultures and processes, and for people with lived experience of racism working on project activities who might be re-traumatised.

“There are challenges around safeguarding... it is emotional work with emotional toil for creative practitioners and staff....We put safeguarding measures in place during the project, but it should have been there from the start.” Strand 1 grantee, ID7

3.5.2.4 More opportunities for shared learning

Some projects would have liked more opportunities for shared learning between projects, rather than just one symposium at the end of the project. For example, some participants suggested Welsh Government could have facilitated informal events with project managers so they could talk about how their project was going and maybe create a community of practice around the ArWAP scheme.

“That sort of cross project sharing, maybe in an informal sense. Just having a chat, bringing the project managers or all the engagement officers together and saying, “Oh, what are you doing, how is your project going?” And maybe creating that community around the scheme.” Strand 1 grantee, ID9

3.5.2.5 Overburdensome financial monitoring requirements

Only one participant found the grant management process unnecessarily burdensome, and this was specifically related to financial monitoring requirements, in particular, having to provide every single invoice. They suggested that monitoring could take a sample of invoices rather than all invoices.

It is possible that other strand 1 participants were not involved in financial reporting, i.e. more might have highlighted this issue if they'd been directly involved. For example, another participant mentioned that they did not have to do financial monitoring as their organisation's financial manager did it for them.

4. Findings Section 1 – Strand 2

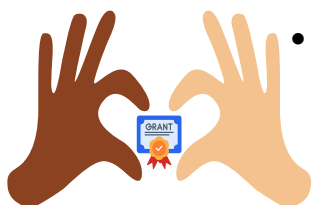
4.1 Main Findings



Application process

- The application assessment process (undertaken by Welsh Government staff) was described as working well, but with the potential for bias – particularly when applications were assessed by officials working in the same sector as applicants (and therefore having prior knowledge of the organisation).
- Challenges with the application assessment process including it feeling rushed (and therefore stressful for Welsh Government staff). Most project leads had heard about the funding through word of mouth. They described the application process as straightforward and most did not need to speak to Welsh Government for advice during the application process.

Grant management process



- Welsh Government staff identified that some organisations had not understood that finance would be paid in arrears, while others struggled with the claims process. This led to a realisation that strand 2 projects would have benefitted from more support.
- Project leads were largely positive of the grant management process, suggesting that evidence submissions were manageable, that communication and support from Welsh Government were effective, that monitoring meetings were supportive, that community mentors made a valued contribution and that the process allowed for flexibility.
- Where project leads had criticisms of the grant management process, this related to the need for greater flexibility (particularly when projects faced recruitment challenges), expenditure requirements being overburdensome, monitoring reporting templates being repetitive, that community mentors

needed more information to make a challenge and that some projects received less money than requested (thereby impacting what they could achieve).

4.2 Strand 2 – Welsh Government and programme staff's views on the application process.

4.2.1 The application assessment process

Strand 2 comprised grant funding aimed specifically at the local culture, heritage and sport sectors in Wales via a competitive grants application process. One Welsh Government programme staff participant described the strand 2 application assessment process as generally effective and fair.

“A discussion took place, and where there was a real sort of variation in the scoring, each of the panel members explained the rationale behind it and then the moderator intervened and sort of provided their sort of perspective. And they collectively agreed on what could be an average sort of score depending on obviously what was said. So, I thought actually that was a really effective way of approaching the process because I think you have to achieve a level of equity in this. And I think having a scoring system and [a] panel discussion around the scores and coming up with an overall score for each application was really, really effective.” Welsh Government, ID2

One programme staff participant suggested that a potential source of bias towards known organisations existed in the assessment of strand 2 applications. This was because officials assessing applications were working in the same area of expertise as the applicant. For example, someone from the Welsh Government's Museums team would sit on panels for applications from museums. This potentially meant that officials working in a particular field would know organisations working in that field, e.g. as they had been successful in previous Welsh Government-funded projects, which could influence their decision when assessing their application. However, it should be noted that people involved in reviewing applications were following set criteria as opposed to using pre-existing knowledge or experience of the applicants.

4.2.2 Challenges with managing the application process

Some programme staff found the assessment process a bit rushed and stressful. It was hard to get panels of people together within tight deadlines and the assessment template was not available initially.

Additionally, Culture Division were not be able to fund all projects due to a huge and unexpected level of applications. Consequently, they asked some organisations to scale down their proposals.

4.2.3 Challenges with reaching ‘grassroots’ organisations

Community mentors suggested that strand 2 funding tended to be awarded to large organisations who had a track record of working on projects for Welsh Government but didn’t necessarily have the connections with the specific community in their application. Moreover, it was felt that some organisations might have been more interested in winning a grant than contributing to the ArWAP. Consequently, these organisations might have asked a smaller ethnic-minority organisation to connect with the community and do the work. Community mentors became aware of this during monitoring meetings for strands 1 and 2.

“Through the course of attending review meetings, we also have flagged up our concerns for those individuals who have been, I suppose, appointed to deliver aspects of a programme for organisations who don't have those connections with a specific Community.” Welsh Government [Mentor], ID7

Culture Division officials used this learning when developing strand 3 (aimed at grassroots organisations). As one participant explained:

“It was only really once we got into the discussions with our more established partners in the first two strands that we realised the extent to which they wouldn't be able to bring the grassroots people along with them. Then we realisedwe needed to find an actor to represent us who was already engaged with the communities, and that was the way in which we were going to make it work. ...which we then eventually did and we brought in Diverse Cymru.” Welsh Government, ID1

4.3 Strand 2 - Project leads views on the application process

4.3.1 Where people heard about the funding

Strand 2 project leads who responded to the survey said they found out about the fund from a variety of sources, the most common being through word of mouth from within professional networks (four out of seven), followed by social media. One individual found out through 'a long-standing relationship', however it is unknown whether this was through professional or personal networks. Interview participants could not be certain where they heard about the funding (potentially due to their project completing over 12 months ago).

Figure 2. Strand 2: How people found out about the funding

(Online survey with strand 2 project leads, (count, n = 7))



4.3.2 The application process

Of the nine interview participants (representing eight projects), six were involved in the application process. In addition, there were seven responses from strand 2 project leads to the online survey which asked questions about the application process.

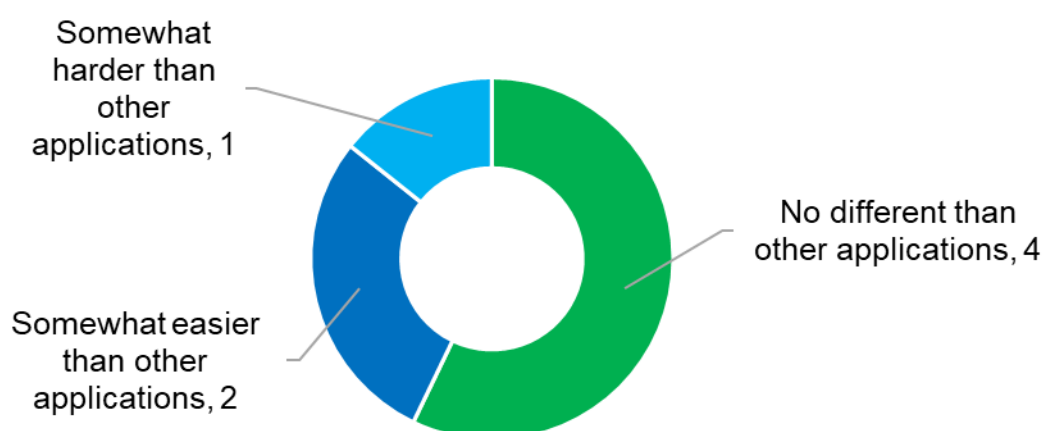
Most strand 2 project manager participants found the application process straightforward as they were experienced in writing bids. The only slightly challenging aspect was having to link project activities to the ArWAP goals and actions.

“I've put in grant applications to other funds before so I've had experience of writing grant applications and I found this one was quite straightforward. I think sometimes trying to link what we were doing directly into the goals of the Action Plan took a little bit of thought because obviously the Action Plan is much more broad and, what we do is very specific.” Strand 2 grantee, ID4

This was corroborated by those who responded to the strand 2 survey (seven completed responses) of which only one found the application process somewhat challenging and reported that “some questions could have been simplified”. All respondents reported finding the guidance documents informative enough to begin their application. When asked to compare the ease of the application to previous funding applications, most survey respondents reported it to be no different or easier than others.

Figure 3. Strand 2: Comparison with other funding applications

(Online survey with strand 2 project leads, (count, n = 7))



4.3.3 Communication with Welsh Government during the application process

Most participants had no communication with Welsh Government during the application process as application guidance was clear, although one added that they felt they could have contacted Welsh Government if needed. Another would have liked more contact from Welsh Government during the delay in hearing the outcome of their application, i.e. not hearing until the middle of November after submitting their

application at the end of August. None of the seven Strand 2 survey respondents received any extra information, resources or support during the application process.

Only one participant who was interviewed had contact with Welsh Government when they were contacted to clarify their application. This participant usually struggled with Welsh Government funding applications but found the process more supportive this time. Despite the application form being just as complex and demanding, it was helpful that Welsh Government contacted them to talk through what they needed to include.

Three of the seven survey respondents said they received feedback on their application, which led to improvements within their funded project and enhanced their future funding applications.

4.4 Strand 2 - Welsh Government and programme staff's views on the grant management process.

Welsh Government programme staff described the same grant management process for Strands 1 and 2; as such, the information is not repeated here.

4.4.1 Challenges with managing the strand 2 grant

Quarterly monitoring meetings worked well to pick up any issues with projects that needed addressing. For example, it emerged very early on in strand 2 quarterly monitoring meetings that some strand 2 organisations did not understand that they were receiving funding in arrears. Meetings identified that these organisations weren't making claims at the expected time, e.g. they should have made a claim early in the process and within the financial year being claimed. However, these organisations were expecting to receive funds in advance to fund activities in the next financial year. For 'a couple of organisations', a fix had to be found so they could continue their activities, e.g. by moving funding and activities around. It was described as a big 'headache' in the first year.

"It [Quarterly Monitoring Meetings] was really valuable in terms of setting those alarm bells ringing and making us realise there's been some misunderstandings. Clearly we didn't explain this clearly enough and it caused us quite a lot of headaches in the first year in terms of those corrective actions

also caused us to really go and rewrite that bit of the guidance. It was much, much clearer.” Welsh Government, ID1

Furthermore, some strand 2 organisations struggled with the claims process of the Welsh Government and how to evidence claims. In hindsight, one participant suggested that some strand 2 projects would have benefited from support in how to put in claims, e.g. how to evidence a claim, how to submit a claim, what ‘accruals’ are and at what point projects need to let interviewee’s team know about accruals and underspends.

“So those were terminologies that some of these organisations weren’t familiar with.” Welsh Government, ID2

4.5 Strand 2 - Project leads views on the grant management process

Strand 2 participants were divided on their experiences of the overall grant management process.

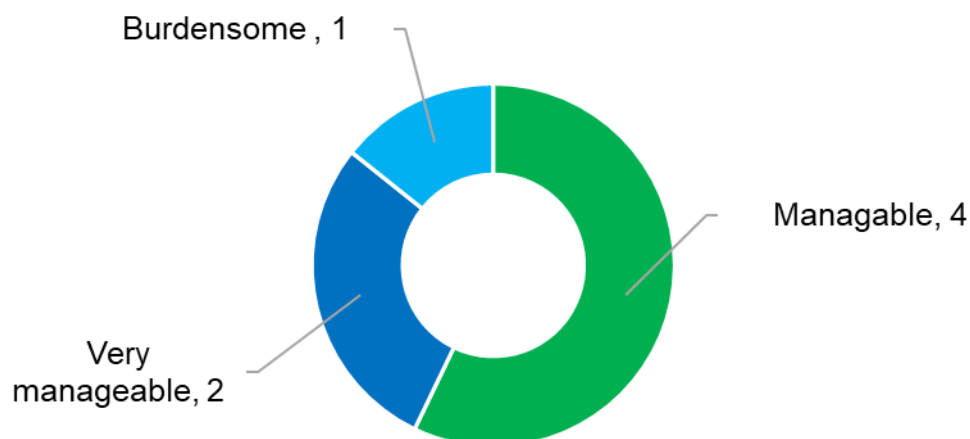
4.5.1 Positive experiences of the grant management process

4.5.1.1 Evidence submissions were manageable

Most interview participants described monitoring and evaluation requirements as manageable and at a level expected from public funding. This was echoed by survey respondents, with only one reporting that the monitoring requirements were burdensome.

Figure 4. Strand 2: Perceptions of the monitoring requirements

(Online survey with strand 2 project leads, (count, n = 7))



4.5.1.2 Communication and support

Interview participants explained that Culture Division staff were supportive throughout the process e.g. contacting projects following errors in submissions to explain what was required and providing more time to find requested information if needed.

“Sometimes when we made errors they would say, “You have asked for too much or you've asked for too little. This isn't the total that we were expecting”, so they were very, very knowledgeable and they had their finger on the pulse.”

Strand 2 grantee, ID24

Moreover, strand 2 project leads who completed the online survey were positive about the communication from the Welsh Government throughout the duration of funding, with all seven reporting it to be ‘Good’ or ‘Excellent’.

4.5.1.3 Monitoring meetings were supportive

Monitoring meetings were a constructive, supportive and open conversation about the project’s progress, and an easy way to share outcomes achieved and discuss any issues.

4.5.1.4 Community mentors made a valuable contribution

While strand 2 interview participants were divided in their experiences of the community mentor role, those who were positive thought that community mentor involvement in monitoring meetings was a great idea as they brought lived experience and challenge.

4.5.1.5 The process allowed for flexibility

Participants' accounts suggest that Welsh Government was flexible to projects adjusting elements of their plans, usually via a Contract Variation request, described as a relatively straightforward process.

Examples of changes included:

- A change in Project Manager, changes in staff, changes in participating venues
- Moving funding allocated for volunteer refreshments to volunteer travel expenses to meet developing needs of the project
- Lowering target numbers for a training qualification when trainees needed more time to achieve the qualification
- Adding a craft activity to a project
- A project that had struggled with the late start to the ArWAP grant scheme, i.e. mid-November 2023 was allowed to extend their project till June 2024 via a contract variation.

Similarly, three of the seven survey respondents reported facing barriers to delivery during their grant, of which all expressed that the funder was supportive or very supportive in helping them address these.

4.5.2 Criticisms of the grant management process

4.5.2.1 The need for greater flexibility

Some projects that were impacted by delays in recruitment would have appreciated more flexibility to extend their projects, especially as strand 2 project timelines had already been impacted generally by a late start to the strand 2 grant scheme in

November 2023 (with funding having to be spent by the end of the financial year in March 2024).

4.5.2.2 Expenditure reporting requirements were overburdensome

Some participants felt the expenditure reporting requirements were overburdensome, especially having to send in every receipt and invoice, which one participant noted was beyond what Welsh Government funding usually expected. This was also raised by one strand 1 project lead.

“Because other ones [Welsh Government-funded projects] we'd worked on weren't asking us for things in such minute detail. We literally were giving every single invoice had to be sent, everything, whereas in the past it felt like we had the money to spend as long as we could prove we'd spent it in the right way. That was enough. Whereas this was, I suppose, would you say micromanagement?” Strand 2 grantee, ID26

4.5.2.3 Monitoring reporting templates were repetitive

Templates sometimes asked for repeated information from previous reports and did not provide opportunities to talk about learnings or stories from the projects, or make it clear what the project was doing. The survey respondents suggested that there could be fewer forms to complete and that they changed in format throughout the grant. This respondent suggested that examples of the monitoring forms would have been useful to see at the outset of the grant term.

4.5.2.4 Community mentors needed more information

Some participants felt that community mentors needed to know more about the projects to make helpful contributions as sometimes they did not know enough about what the project was doing to make a challenge.

“And then experts had been drawn in to sit on the monitoring panel, which I thought was brilliant, bringing in people with lived experience and so on. Hugely important. But I don't think they'd necessarily been briefed beforehand sufficiently. And so, I did feel sometimes that they didn't quite understand what we were, what we were trying to do and things like that.” Strand 2 grantee, ID4

4.5.2.5 Projects received less money than requested

Two projects who were interviewed received less money than applied for. One managed to absorb some activities within another source of funding but the other had to scale back their planned activity before the start of the project, which reduced the breadth and reach of the project as they had to reduce staff members carrying out project activities. Six of the seven project leads who responded to the survey reported receiving less money than they applied for, one of which received over £60,000 less. However, it is important to note that in Strand 2, grant guidance stated from the outset that projects might not receive their desired funding allocation. Applicants were advised to include within their application how the project could be scaled back if necessary. Culture Division explained that projects were assessed based on the evidence provided, and decisions were made regarding their feasibility on a reduced scale. In some cases, advice from sector leads was sought to assist the grant team in determining the final allocation.

5. Findings Section 1 – Strand 3

5.1 Main Findings



Application process

- Welsh Government staff explained the need to create a new strand that would reach 'grassroots' organisations. They worked with Diverse Cymru (DC) to make the application process for strand 3 accessible.
- DC felt the application process worked well, particularly the involvement of community mentors (who had not been involved in assessing applications until this point).
- There were challenges with the application assessment process, particularly in round 1 which was described as 'chaotic', however this was changed for the second round and was felt to have worked much better. Despite this, some concerns were raised that strand 3 did not necessarily reach the number of small organisations it had hoped to.
- Project leads described the application process as straightforward and most felt it was more accessible than previous grant applications (both Welsh Government and other funders). Project leads were appreciative of the support available from Diverse Cymru during the application stage (with most taking up the support), however, others felt they needed more support.



Grant management process

- DC staff felt the grant management process had worked well overall, but they did experience some challenges, including; a merger which delayed funding for strand 3 projects, confusion (for funded projects) around discrete revenue and capital funding; projects that needed to change timescales and organisations that struggled to meet their outcomes. In most cases, DC were able to support organisations with these issues, but it depended on them asking for help.

- Project leads with positive experiences of the grant management process identified a number of factors including; trusting relationships with DC; manageable expenditure reporting (in contrast to strands 1 and 2); clear expectations from DC at the outset; manageable monitoring requirements and flexibility to accommodate changes.
- Project leads described receiving support from DC in a number of ways, including help with expenditure reporting, clarification on capital costs and help evidencing outcomes.
- Projects that struggled with the grant management process identified a number of issues, including; late payment of funding (which caused a lot of stress and worry); delays in hearing about the outcome of funding; poor communication with DC; timing of monitoring reports (not aligning with project activity) and challenges stemming from the application stage (e.g. confusion about revenue and capital funding).

5.2 Strand 3 - Welsh Government and programme staff's views on the application process

5.2.1 The need to create a strand for 'grassroots organisations'

As a result of Culture Division embedding people with lived experience of racism in designing and delivering the grants programme, they were aware of the barriers that can exist for grassroots organisations applying for government funding. This understanding, combined with experience from strands 1 and 2 resulted in the strand 3 application process being made more straightforward. The aim of this was to support organisations with no experience in applying for grants, while at the same time ensuring that the application process provided grassroots organisations with experience of writing a bid, which they could use in further funding applications.

"I guess it was a bit of a lessons learned. So, some of the things that are that were obvious to me from strand 2 was actually how do we ensure that the application process is much more straightforward without losing the core element of what a grant application looks because I was really mindful that, whilst we enable a wider sort of participation of grassroot organisations to access funding, we didn't want to make the process too simplistic because you

know the whole intention was that actually they [grassroot organisations] developed the skills that they could then go on to, you know, seek further funding, whether it's through Welsh Government or, you know, part an organisation, etc.” Welsh Government, ID2

Furthermore, Culture Division worked with Diverse Cymru to create support structures, such as webinars (2 for each round) that provided information on how to write an application, outlined the grant scheme process, elaborated on criteria and provided opportunities for questions and answers. Furthermore, following the information sessions, organisations could contact DC for further support if needed, which were referred to as ‘one-to-ones’.

One community mentor explained how strand 3 compared to strand 1 and 2; that strand 3 was about enabling community groups who don’t usually have access to funds to develop their own approaches, while strand 1 and 2 were essentially ‘pump priming’ changes in order to fulfil organisations’ statutory duty to eliminate racism.

“With strand three, it was much more about enabling, so that was to give organisations a chance to develop their own schemes, approaches, whatever, even if they were not properly constituted or anything like that. There are lots of community groups out there that are doing marvellous things and never have access to funding.” Welsh Government [Mentor], ID6

5.2.2 Aspects of the application process that worked well

Diverse Cymru participants thought that the application process worked fairly well, comprising of panels made up of community mentors and the Culture Division Equalities Lead. Welsh Government and Diverse Cymru staff described how Community mentors, involved in application process for the first time, brought their lived experience to make the case for applicants, e.g. communities they knew about, and provided challenge through highlighting assumptions and questioning organisations about their connections with communities. Following the grant panel, a provisional list was sent to Welsh Government, which included extra projects, e.g. with borderline scores, as sometimes Welsh Government could fund more organisations than initially thought.

5.2.3 Challenges with the application assessment process

The first round of the application process was described as 'chaotic' by one panel member, due to an unexpectedly large amount of applicants within a very short timeframe. Furthermore, when panel members received the applications from Diverse Cymru it was too late to carry out a pre-application meeting before the panel meeting. Additionally, scoring of applications using Microsoft Forms was not user-friendly and not all the information about the application was available. However, Community mentors and Diverse Cymru agreed that these issues were ironed out for the second round from lessons learned. For example, including a session on how to assess the applications, a pre-score of applications prior to the panel meeting – which helped Diverse Cymru to develop a baseline, providing mentors with more time to assess applications and simplifying the scoring system. Furthermore, all the information needed was provided this time.

“We provided the full applications whereas in the first round we just provided part of the application. So, we provided the panels with the full application. We gave them enough a lot more time to do that and then we simplified it. We just asked people to make their scores on an Excel sheet.” Diverse Cymru, ID9

5.2.4 Continued challenges with accessing funding for grassroots organisations

However, all community mentors and Diverse Cymru staff felt that some larger, well-established organisations had won strand 3 funding, while some grassroots organisations had not, and only had the opportunity to win Round 2 small funding. It was felt that organisations who lacked experience or didn't have the staff resourcing to write an application may have been disadvantaged. This is potentially related to the definition of 'grassroots' in the application process, which defined an organisation with an annual turnover of less than £500,000 as 'grassroots'. Organisations with that level of income will need to have their account independently examined and are likely to have more infrastructure in place compared to smaller organisations.

“The frustration has been bigger organisations, well established charities actually go in for pots of funding like this and unfortunately sometimes actually being successful. I say, unfortunately because its really for grassroots, those

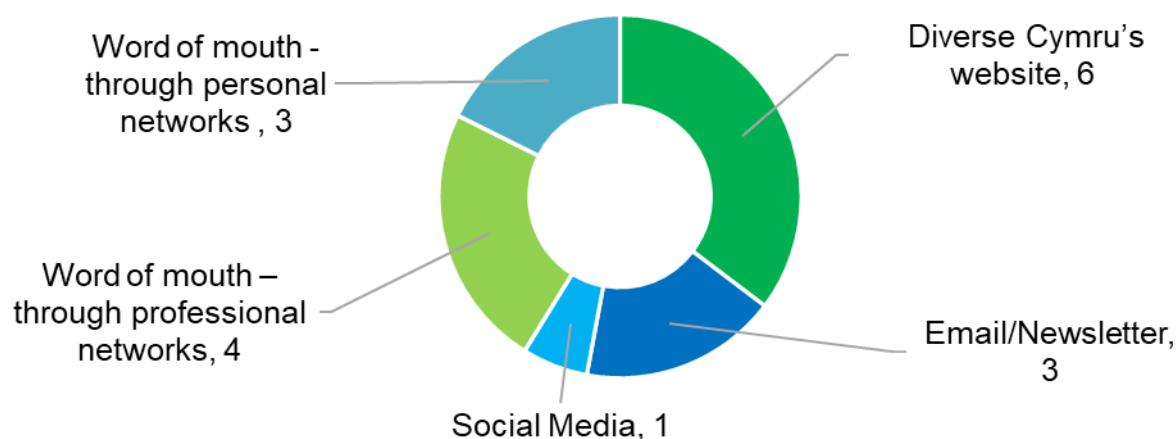
that need it the most. I think the process for some people, it wasn't helpful, you know, like I fear that it contributed to an unequal approach.” Diverse Cymru, ID8

5.3 Strand 3 – Project leads views on the application process

According to the survey responses, strand 3 project leads found out about the grant scheme through various channels, the most common being through Diverse Cymru's website (6) or via word of mouth through their professional networks (4). Most strand 3 interview participants could not recall where they heard about the grant fund (potentially because some projects had ended over a year before), but for those who could, Diverse Cymru, the Community Foundation Wales digital newsletter, and the Northeast Multicultural Hub were cited.

Figure 5. Strand 3: How people found out about the funding

(Online survey with strand 3 project leads, (count, n = 12))



5.3.1 Positive experience of the application process

All strand 3 interview participants found the application process straightforward as most had experience in applying for other grants, and the only participant with no previous experience of applying for funding found it easy too. Similarly, the majority of project leads who responded via the survey (11 out of 12) agreed with this sentiment.

“The questions were on point, the budget plan accessible and clear.” Strand 3 grantee, survey respondent 23

However, one of the survey respondents from strand 3 reported finding the application process somewhat challenging, reporting imbalance between the complexity and length of the application and the short-term project and low funding amount.

Interview participants found the CHS Grant process more accessible than previous experiences of applications to Welsh Government and other funding bodies such as the Arts Council and National Lottery.

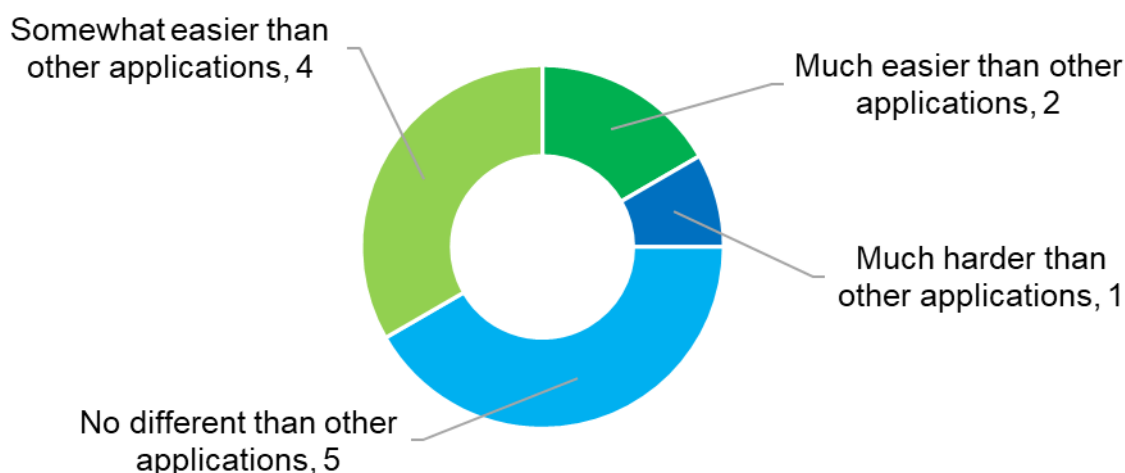
“We have an application through the [Welsh Government] Fund. Now that was quite complicated because you had to. You had to match it with their criteria, not just their criteria, but really specific areas. So it that was quite, quite tough

to do. So this compared well I'd say." Strand 3 grantee, Round 1 Large, ID36

This was reflected by those who responded to the survey, however one respondent reported that the application was much harder than other applications.

Figure 6. Strand 3: Comparison with other funding applications

(Online survey with strand 3 project leads, (count, n = 12))



5.3.2 Access to support during the application process

Additionally, the culture, heritage and sport fund provided more opportunities to access support than previous experiences, e.g. through direct contact with Diverse Cymru or through attending the two webinars for each round.

Most strand 3 participants drew on available support, such as webinars and one-to-one support, which answered all they needed to know. One large grant organisation accessed support via the Northeast Multicultural Hub, where Diverse Cymru gave a helpful presentation on how to apply for the Round 2 Capital grant. Most participants did not have any additional communication with Diverse Cymru beyond the webinars. Three participants referred to helpful direct contact by phone or email with Diverse Cymru to clarify queries, e.g. whether their organisation was eligible.

"I spoke to the development worker two or three times. Little bits we wanted to check, you know about the process, etc." Strand 3 grantee, Round 1 Large, ID49

Some participants would have liked extra support. Support needs were individual and varied and included; support to understand the definition of ‘capital’ funding; support with costing a project; more clarity around eligibility (particularly for White ethnic minority communities); more opportunity to ask questions outside of webinars, and more diverse communication channels to let people know about the funding (as some messages had not been shared by gatekeepers).

5.4 Strand 3 - Welsh Government and programme staff’s views on the grant management process

Diverse Cymru programme staff thought that the grant management process had run quite smoothly. The process was similar to strands 1 and 2. Following receipt of mid-project reports, Diverse Cymru asked projects to book a monitoring meeting with the strand 3 project officer and manager to talk about the progress of their project and any support needs. In addition, monthly catch-up meetings took place between Diverse Cymru and Welsh Government to flag up any concerns.

Furthermore, projects could contact Diverse Cymru ad hoc with any queries, which tended to be about double checking whether they could use their grant to make a particular purchase or whether a change to their programme was allowed within the funding criteria.

5.4.1 Challenges with the grant management process

- a) Strand 3 projects were impacted when Diverse Cymru merged with another organisation in c. April 2024. This caused a delay in Welsh Government passing funding to Diverse Cymru and, consequently, a delay in Diverse Cymru distributing funds to strand 3 projects. Diverse Cymru got round this by allowing projects to adjust project timescales.

“When we [Diverse Cymru] merged into another organisation we were no longer able to claim as Diverse Cymru, so there was a big delay in us claiming the funds and receiving the funds and then being able to distribute the funds out to the awarded organisations. ... [strand 3 projects] weren’t happy as it did cause issues for a number of projects and organisations, but all we could do was to try and keep people updated as best we could.” Diverse Cymru, ID9

- b) Discrete revenue funding and capital funding continued to cause confusion for projects This had initially caused confusion in the application process for all strand 3 organisations who took part in interviews, large and small.
- c) A couple of projects had to adjust their project timescale when a community celebration day event was taking part at a difficult time of year to attract participants, e.g. in the summer holidays.
- d) Some organisations struggled with achieving their outcomes due to the short project timeframe combined with personal issues.

“I think for other organisations, maybe due to pressure because it's a very small time frame to be to be delivering a project on or for example issues might come up, issues might arise, personal issues or just issues with the project in general that might really limit the potential of their project to really achieve that outcome.” Diverse Cymru, ID8

5.4.2 Support to address challenges

Diverse Cymru staff were able to support projects to overcome challenges to a certain extent. For example, when one project needed support with monitoring information due to personal problems, Diverse Cymru staff had a conversation with the project to obtain the necessary information and transcribed their answers. Diverse Cymru staff highlighted that their ability to support projects depended on whether an organisation was prepared to engage with them to get support when needed.

"Why don't I sit down [with them] instead of expecting them to write it up? Because maybe it might be technical issues as well where they don't have access to a computer or it is too overwhelming for them to be writing up a report. Let's sit down, have that conversation with them, ask them the questions that are already on the report, and then I just type it up for them. Then all they need to do is sign it and send it back to me, right?" Again, that that is just a small way that we intend to provide that support, but it requires that engagement. Where the organisation might stop engaging, that's when it becomes really, really difficult for us.” Diverse Cymru, ID8

Only one strand 3 project didn't complete their project, and that was due to personal circumstances that Diverse Cymru couldn't help with.

5.5 Strand 3 – Project leads views on the grant management process

Strand 3 participants were divided on their experiences of the overall grant management process.

5.5.1 Positive experiences of grant management

Large, medium and capital grantees had a positive experience of the grant management process overall. Small grant recipients were less happy with the grant management process but in all cases negative impressions were very much dominated by delays in receiving funding; experiences were reported more positively when grant management was discussed in detail.

5.5.1.1 Trusting relationships

Participants appreciative of Diverse Cymru's grant management process (this includes small grantees when the process was discussed in detail) thought that relationships with Diverse Cymru were good, e.g. encouraging and trusting.

"You, sort of, felt like trusted to just do what we were asked to do, didn't feel anyone was nagging us or on our back or anything." Strand 3 grantee, Round 1 Large, ID43

5.5.1.2 Manageable expenditure reporting

Expenditure reporting was generally manageable for all participants, despite participants finding it unusual to have to send in every invoice. One or two actually appreciated being 'micromanaged' as it disciplined them to be organised with their accounting process.

"It was very micromanaged, but I think that that is good. ...that every month we number each invoice and each receipt and then share it with them [Diverse Cymru] together with the accounts. But in a sense, that is good because it actually disciplines you to do that, to do accounts on a monthly basis. So, receipts don't get lost and you know things got a bit more organised. I mean, we were doing that anyway.... But it helps, especially I would say, it's more organisations were not used to." Strand 3 grantee, Round 1 Medium, ID32

5.5.1.3 Clear expectations

Participants felt that Diverse Cymru made reporting expectations very clear at the start which helped their planning.

“They told us exactly what the expectations were in terms of, you know, reporting in terms of releasing of funds, in terms of monitoring and evaluation and stuff like that.” Strand 3 grantee, Round 1 Large, Round 2 Capital, ID38

5.5.1.4 Manageable monitoring requirements

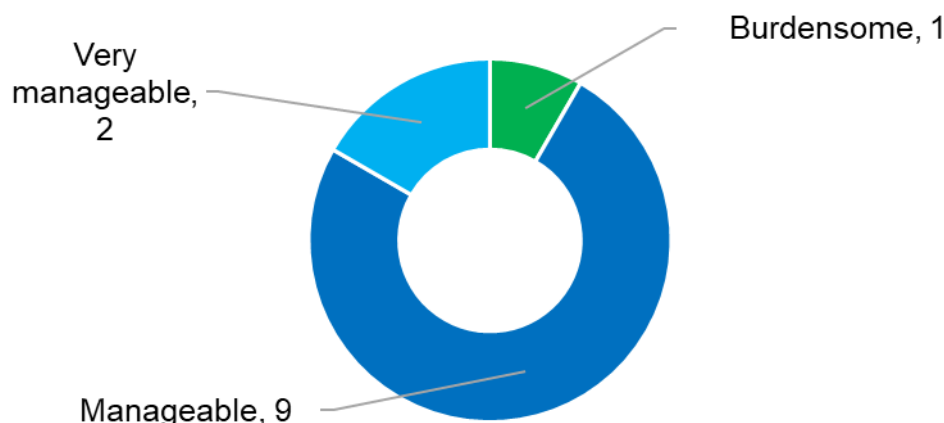
Monitoring meetings were described by interview participants as a helpful opportunity to report and reflect on the project’s progress and discuss project plans. Most projects describe only having one monitoring meeting following the mid-term report. Monitoring reports (the mid-term and end of project reports) were described as straightforward to complete and ‘fairly standard’ compared to previous reporting experience.

“To be honest, I didn't have any issue with the monitoring [reports] because he was quite straightforward, saying what you've done how it's impacted the community and stuff like that, with a bit of evidence, either pictures or video, so I didn't have any issue with that. I find that quite straightforward and answering all the questions and filling in you know everything.” Strand 3 grantee, Round 2 Small, ID34

This was found within survey respondents also, with only one reporting that the monitoring and evaluation required was burdensome.

Figure 7. Strand 3: Perceptions of the monitoring and evaluation requirements

(Online survey with strand 3 project leads, (count, n = 12))



5.5.1.5 Flexibility to accommodate changes

Most projects in the study kept to the original project plan. The small number of projects that made changes to their project plan found the process easy, e.g. through discussion with Diverse Cymru.

These included:

- Changing project venues: For example, changing the venue of an end of project visit to one that would cover more of the project's aims, and changing project venues to enable wider engagement with communities. Diverse Cymru were happy to agree to these changes as they were 'in the spirit' of the project plan, with the potential to work better than the original plan.
- Changing the dates of events to fit within a shorter timeline or a later start than initially envisaged, e.g. due to a delay in the start of the project (this is also described as a challenge – see Challenges below). Also, one project was allowed to present their final outcome at a later date than planned to avoid vulnerable participants being put under pressure.
- Two projects in the study made significant changes to their project plan before the start of the grant management process (e.g. between the grant offer and the grant confirmation), i.e. a significant scaling back, in one case to

accommodate less funding and in the other to address a misunderstanding that the next round of funding (the capital funding) would fund a continuation of their project.

5.5.2 Support from Diverse Cymru during grant management

Support received from Diverse Cymru for some participants (in all cases, larger grantees) was individual and varied, and included:

- Help with completing the expenditure reporting sheet, e.g. as it was complex and confusing for one participant.
- Clarification on the definition of Capital Costs when completing expenditure reporting. For example, one participant thought that Capital costs included things like equipment so he was surprised that items purchased to build a project display, e.g. stationery, would be classed as Capital costs.
- Help to evidence progress in the monitoring report when a project was still in the stages of developing a process rather than an output. Diverse Cymru helpfully came back and told them not to worry and to just describe the project's activities.

5.5.3 Challenges with the grant management process

Challenges with the grant management process for strand 3 differed according to the size of the project.

5.5.3.1 Late payment of funding

A key challenge across all project rounds was late payment of funding: Eight of the thirteen participant projects interviewed across Round 1, Round 2 Capital and Round 2 Small were affected (as well as one survey respondent). Fortunately, all projects we interviewed were able to temporarily draw on other pots of funds or the delay would have impacted on project activity. Nevertheless, late funding was stressful for projects. Participants were particularly anxious about using other pots of money, due to the risk that the strand 3 funding might not arrive, or the risks involved in 'juggling finances'.

"When we didn't get a payment, we had to pay some of the staff through other pots and that then had a knock-on effect because we're trying to juggle

finances and we hate juggling finances. No one likes juggling finances because then you're working on a bit of a deficit model.” Strand 3 grantee, Round 1 Large, ID46

Late funding caused particular anxiety for small grantees as opportunities to access alternative funding to start their projects were more limited than for larger organisations. Fortunately, they too were able to draw on alternative pots of money, although in one case it was the organisation’s own funds.

“The most stressful time it was when you got the invoice and you have to pay and you don’t have the money on the account. It’s happened once. Luckily, we’d earned nearly £300 from [other work that the organisation do], so we’ve got this money on the account.” Strand 3 grantee, Round 2 Small, ID27

5.5.3.2 Impact of delays in receiving an outcome

Some project plans were impacted by a long delay between applying and hearing that an application was successful, e.g. their project was planned around an assumption of when they would hear the application outcome and get the go-ahead to start the project. Projects had to adjust their timetables or squash their activities within a shorter timeline, which impacted on the lead time to arrange events. For some, this issue was compounded by a delay in the receipt of funds.

“When I originally wrote the grant, we had plans to perform at [name of prestigious event], or to do something at the end of the project. But it took too long. So, the process of finding out if we’d been successful or not took a bit of time. And then it took more time after that to get the money into the pot, kind of thing.” Strand 3 grantee, Round 2 Small, ID17

5.5.3.3 Poor communication

Poor communication was highlighted by some small grantees we interviewed. For example, Diverse Cymru not replying to emails for a month, or not receiving emails – one organisation was asked to re-send emails. In one case, a project said they never received a reply to an email informing Diverse Cymru that the project was experiencing issues. Participants’ accounts suggest that email was seen as the only form of communication and that they might not have been aware of more direct forms

of communication. One strand 3 participant who was satisfied with communication from Diverse Cymru contacted them by phone.

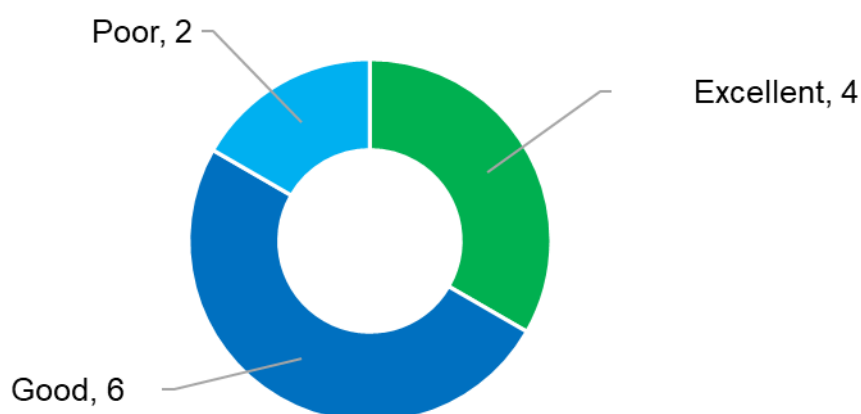
“One of the issues was communication. You would send an e-mail and probably won't receive a reply for another month.” Strand 3, Round 2 Small, ID34

Survey responses generally aligned with the experience of those interviewed. While the majority were positive about their experience with Diverse Cymru, those who had issues cited delays in communication.

“Emails were not always replied to. Sometimes taking 3-4 weeks to receive a response. This was frustrating.” Strand 3 grantee survey respondent ID36

Figure 8. Strand 3: Assessing the communication from Diverse Cymru

(Online survey with strand 3 project leads, (count, n = 12))



5.5.3.4 Timing of monitoring reports

Some participants experienced issues with the timings of the monitoring reports related to project timelines. For example, two projects received a request for the mid-term report when the project had only just started due to a delay in receiving funding. Another project with a short timeline had only three months between their mid-term and final report, which led to a lot of repetition in the second report as not a lot had happened in the interim.

“Here, I’m repeating myself between three months and it’s only 12 weeks and in between 12 weeks there are holidays, particularly in winter times. Three months is a very short term for us and then we break in for Easter.” Strand 3 grantee, Round 1 Medium, Round 2 Capital, ID41

One project had actually finished when they were asked to write their mid-term report, but they still had to write a final report when the time came for the final report, which involved duplication.

Furthermore, some survey respondents felt the monitoring requirements didn’t match the amount of funding that they had received.

“The grant was a small grant (which we really appreciated) to be spent in a short period of time, the monitoring in the middle was too much and took time away from arranging the event/activities.” Strand 3 grantee, survey respondent ID35

5.5.3.5 Challenges stemming from the application stage

Capital versus revenue funding - One project’s grant (Round 1 Large) was weighted towards capital expenditure and did not include enough revenue funding for the project. It is not clear how this had happened – possibly due to an error in the application. Luckily, the organisation won a small grant from another funder which helped cover revenue expenditure for this project, including project management costs. Another Round 1 grant requested too much capital, so had to wait until they could apply for Round 2 Capital funding to purchase capital equipment that was crucial to their project plan.

Project timelines - One project misunderstood the strand 3 project timeline when they applied for funding. The organisation had planned for the bulk of the project to take place in the following financial year starting 31st March 2024 but found out at the conditional offer stage that the project expenditure had to be completed by end of the then current financial year, i.e. before 31st March 2024. The project had to quickly scale back its timeline before the start of the project. Consequently, it was challenging to cover activities in the shorter timeline but ultimately the project lead felt the project had achieved what it set out to do.

6. Findings Section 2 – Engagement

6.1 Main Findings



- Some strand 1 organisations described themselves as being relatively new to actioning the ArWAP and engaging with ethnic minority communities. Despite this, they report working with 54 organisations overall, including co-producing activities, engaging with communities, employing/commissioning people from ethnic minority communities, working with gatekeepers, engaging consultants and working with local community groups.
- All strand 1 projects felt they had strengthened relationships with communities they had not previously accessed. Unfortunately, they were unable to provide any detail on the characteristics of people who engaged with their activities.
- Strand 2 organisations vary between large bodies to small grassroots organisations, some of whom are led by people from Black, Asian or minority ethnic communities. As such, their level of engagement with community groups prior to ArWAP funding varied considerably. Analysis of available data suggests strand 2 organisations engaged with communities in four key ways; through raising awareness of their projects and opportunities; through employing/commissioning people from Black, Asian or minority ethnic communities; through co-design/co-delivery of funded projects and in accessing communities to take part in funded activities. In total, strand 2 funded organisations recorded working with 50 community organisations.
- Due to the nature of strand 3 organisations (being led by people from minority communities) the nature of their engagement and collaboration differed to the other strands. However, they reported working with 55 community organisations, and described including people with lived

experience of racism throughout different stages of the project, from design through to delivery.

- Impact of engagement – community organisations: All three community organisations described feeling valued for their contribution and that the organisations they were working with operated in an anti-racist way. Two of the three planned to continue their involvement beyond the end of the project.
- Impact of engagement – people employed or commissioned: The majority of respondents in this group felt that co-design opportunities were prevalent to some or a great extent and that they felt valued in their role. However, others reported feelings of being undervalued, with one person expressing that their efforts were not fully recognised. Most participants experienced some benefit to being involved in the projects, but it was again highlighted that some organisations are not embedding anti-racist practice at all levels which impacted negatively on individuals. While most participants felt there had been progress toward anti-racism, they suggested that more needed to be done.

6.2 Strand 1 – Engagement processes

This section presents data from interviews with projects leads alongside analysis of End of Project (EoP) reports.

6.2.1 Engagement with community groups prior to ArWAP

According to interview participants, most strand 1 organisations were fairly new to actioning the ArWAP and engaging with ethnic minority communities. Furthermore, due to the shortness of time from publication of the ArWAP to the grant application invitation, most didn't include any consultation with communities, except for one joint project that stemmed from an existing widening engagement project based on substantial research.

Nevertheless, during the course of strand 1, projects made significant steps towards increasing access to spaces and histories, linking with ethnic minority communities and co-creation. As mentioned in an earlier section, the involvement of project

managers with lived experience shifted two projects significantly from the initial plan towards community engagement and co-production, and in one case increased participation in the Sports space.

“I think the way the project was envisaged in the beginning was that project workers would come in and carry out interviews with the great and the good , the successful businessmen and politicians. But I came in and in keeping with the spirit of ArWAP made a commitment to encourage seldom heard voices like people who worked in the mines, women's stories. ... We did get successful people who were at the pinnacle of their careers, and we got seldom heard voices which for many was the first time they were given a platform.” Strand 1 grantee, ID11

6.2.2 Co-producing activities in strand 1

Based on analysis of EoP reports, all strand 1 projects involved co-production to some extent with community groups, e.g. to develop a sporting activity, involve participants in sharing oral histories, develop educational resources, create works of art reflecting the stories of Black, Asian or minority ethnic minority people, gain inputs to diversify resources and gain feedback on developing the inclusivity of exhibition spaces.

6.2.3 Extent of community engagement in Strand 1

According to EoP reports, strand 1 projects worked with a total of 54 community groups and individuals through their funded projects. Some examples include:

- An oral history project sourcing contributors and volunteers to deliver project activities: drawing on the project manager's extensive personal contacts with Muslim Council of Wales, Sikh Council of Wales, Hindu Council of Wales, the Sanatan Dharma Mandal [Hindu temple] in Cardiff; a consultant who had lived in the Tonfanau camp; a consultant from the Ismaili [a branch of Shia Islam] Ugandan Asians, and a consultant with expertise in Asian Architecture. Also: exhibitions of oral histories at Norwegian Church Arts Centre in Cardiff Bay, and the Senedd, Cardiff Bay.

- A community project collaborating with community organisations to deliver workshops for schools: the Chinese in Wales Association, the North Wales Africa Society, and Unify.
- A Sports project co-developing a midnight Ramadan event: This was held in partnership with Foundation for Sports Coaching CIC. The event took place at the Sport Wales National Centre.

6.2.4 Approaches to engaging with communities

Strand 1 projects described using a number of different approaches to engage with communities, including:

- Employing project staff from Black, Asian or minority ethnic communities with lived experience of communities, including project managers and local project workers with contacts in local communities.
- Commissioning artists from underrepresented communities in art collections through existing links with the artistic community or through a call-out from collaborating visual arts organisations. Furthermore, creative practitioners held discussions with their communities so that what they created included voices from the community.
- Working with gatekeepers such as Muslim Council of Wales, Sikh Council of Wales, Hindu Council of Wales, the Sanatan Dharma Mandal [Hindu temple] in Cardiff.
- Engaging consultants with particular experience of communities, e.g. someone who lived in a resettlement camp for Ugandan Asians who could connect the project to other people living there at the same time, and representatives of communities who are usually not included in the narrative, e.g. Ismaili Asians who were also expelled from Uganda.
- Working with local community organisations, such as a local community sports organisation called Foundation for Sports Coaching, to find out what communities would like to be done/listen to community needs, rather than being 'done to'.

"So, it was a really simple sort of connection through lived experience and I was able to then lean on his [contact in a community organisation's] expertise

in the sports base and just say, "You know what is needed", which I think it's almost never been asked. You know, from an authentic lens of rather than going like, "We think you need loads more money," rather than going, "What do you actually need? Like, what do you want?" And then, "Let me find a solution to it," as opposed to me going, "I've got a plan for you". Like, it just changed the whole conversation." Strand 1 grantee, ID13

All interview participants reported strengthening relationships with communities not previously accessed prior to the funding. However, one participant also highlighted the potential challenge of maintaining relationships once funding comes to an end.

"I think certainly we can say quite definitively that we've strengthened and created new relationships with communities and individuals from the Global Majority. I think the challenge when the funding comes on to an end, it's how you maintain those relationships. So, definitely there's been a step change in the number of communities we've engaged with the types of communities that we've engaged with....Particularly within the artistic community, there's been an increase in the diversity of our contacts and connections with those communities." Strand 1 grantee, ID9

6.2.5 Details of people who accessed funded projects

Despite monitoring reporting templates asking for details of who had accessed funded project activities, four projects said they could not answer this question, either because the project did not collect specific data on protected characteristics or because the data was unavailable. Another project provided a very detailed list of the percentage of Black, Asian or minority ethnic children in local schools (which did not necessarily reflect the pupils they worked with on the project) and another just gave numbers of attendees.

6.3 Strand 2 Engagement Processes

This section presents data from interviews and an online survey with project leads and analysis of EoP reports.

Strand 2 project leads were divided in terms of how they were already connected to communities prior to the ArWAP funding. Some organisations were already working

with diverse communities; notably, two of those interviewed were led by people of colour with contacts with a range of ethnic minorities both within the organisation and through their community groups, and another organisation worked with a large number of grassroots organisations through a regional hub. Others were new to working with communities and channelled ArWAP funding to kick-start and develop approaches to remove barriers in their space, e.g. theatre and sport.

Analysis of the various data sources identified four key ways in which strand 2 projects engaged with communities impacted by racism:



Awareness raising of funded projects or opportunities created by them



Co-design and/or delivery of funded projects



Employing people from Black, Asian or minority ethnic communities to deliver funded projects



Accessing communities to take part in funded project activities

6.3.1 Awareness raising of funded projects or opportunities created by them

Project leads described using a range of methods to raise awareness of their funded projects, including:

- Advertising for Black, Asian or minority ethnic project staff, e.g. project managers, research staff and reverse mentors, and contributors to oral histories.
- Project managers making connections with communities and building a network, when these networks had not existed before. E.g. through 'getting

out there' to meet community groups, (rather than sending emails, as his predecessor had done). Since then, this participant had built strong relationships with communities, which has snowballed as these communities have let other communities know about the project.

"I just got out there the first month. I just picked up the relationships that I had left, but I went to them and I think that, you know, people just instantly thought, you know, that we are buying into the process more because I was going to them. And then once they met me, we, you know, I've got some really, really strong meaningful relationships under my belt now, which kind of make this this space easier to work in. And now those people have links in other communities, and they notify those. "Do you know about [name of project]?" and it snowballs, so hopefully it will just continue to grow for years to come."

Strand 2 grantee, ID25

- A regional hub such as the North East Wales Multicultural Hub, through sharing one pot of strand 2 funding with 28 grassroots projects and supporting them with their projects. e.g. support with skill sets for project management, plus support with applying for alternative funding.
- Through community leaders who are trusted by communities and could encourage people to take part.
- Through local societies: one project contacted the local university to see if any of their clubs or societies would be interested.
- Gatekeeper organisations to reach communities, such as the Chinese Society, the North Wales Africa Society and BAWSO (this organisation was already connected with these organisations through earlier ArWAP consultations) and Race Council Cymru.
- Organisations' own networks, e.g. one strand 2 organisation was a grassroots organisation with its own community network.

6.3.2 Co-design/delivery of funded projects

Having established contact with communities and community groups/organisations, some strand 2 project leads described how they worked to incorporate their perspectives into project planning. Evidence from interviews and EoPs suggests that

project leads linked in with community organisations to gain advice on designing aspects of projects, including:

- For advice on how to adapt museum engagement workshops to specific community groups, e.g. knowledge about the community, appropriate terminology: Sub-Sahara Advisory Panel, Race Equality First, Grangetown Pavilion and Tŷ Pawb and Race Council.
- For advice on how to support Muslim young women on a coaching course who pray five times a day: Women Connect First in Cardiff, which led to prayer mats being placed in every indoor tennis centre across Wales, sourced from a company called Umbrella Faith.
- For advice on running Sports festivals: working with Foundation 4 Sports Coaching.

Similarly, interviews with project leads suggested they had consulted community groups in the design and delivery of projects, including:

- Co-production of the project plan within organisations in the case of two organisations led by people of colour.
- Co-production of the project plan with an organisation's own community group, i.e. 470 community members, who are mainly from Black, Asian or minority ethnic communities. The community group decided to explore the topic of their project.
- Involving people with lived experience in the design of training sessions.
- Round table discussions with people from diverse communities to explore barriers to participation in the Arts by Black, Asian or minority ethnic people.
- Designing activities tailored to what participants wanted.

"The writers' retreat was tailored to what participants wanted to get out of the event; their needs rather than organisers assuming their needs. We, the writers, we didn't just design the retreat for them. We included them. We asked who they would like to be the facilitators, what they would like to get out of the week, you know. So actually their voices were heard and we tailored it to them.

And what their needs were rather than just assuming so at every point we've tried to do that." Strand 2 grantee, ID[Anonymised]

There were a number of examples of co-delivery in the strand 2 project reports where sessions or events were run by people from Black, Asian or minority ethnic communities. These included:

- A craft project run by two artist educators.
- An artist creating a work to celebrate links between Wales and Africa and deliver workshops in schools.
- Workshops exploring barriers preventing diverse groups from engaging with museums delivered in partnership with heritage professionals from Jamaican and African and Caribbean heritage
- Participants for a carnival, conceived and led by Black and diverse creatives included: Successors of the Mandingue (an African cultural organisation supporting music, dance, and artistic contributions), Oasis One World Choir (of refugees and asylum seekers), Sri Dasmais Singh Singh Sabha Gurdwara Bhatra with the Wales Heritage Project. This project also included collaboration with various schools to develop anti-racist learning initiatives.

Further evidence was found of co-production in the EoPs for strand 2, where projects had linked with community organisations to access people with lived experience of racism to help develop sustainable resources, e.g. more accessible historical records, diversifying historical sources, more inclusive environments, etc. Examples included:

- For 8 young Black, Asian or minority ethnic curators to collect oral histories: Grange Pavilion Youth Forum.
- For volunteers carrying out research for the development of historical resources: this Grassroots organisation drew on its own community for a team of volunteers from various ethnic backgrounds, including Indian, Pakistani, Bangladeshi, Nepalese, Sri Lankan, Nigerian, African, European, and White British communities.

- For a team of reverse mentors to work with Creative Venue/Cultural Service Leads: the organisation's own Multicultural Hubs. The project worked with individuals and groups from African, Caribbean, South Asian, East Asian, Middle Eastern, and mixed heritage backgrounds across Wales.

However, it is important to note here that there may be variations in understanding of co-production, co-design and collaboration as all seven survey respondents reported engaging in all three of these methods during their project. While this may be true for the seven who responded to the survey, the degree of co-production observed in the project reports varied between projects, suggesting that clarity may be needed to distinguish what is considered necessary levels of co-production.

6.3.3 Employing people from Black, Asian or minority ethnic communities to deliver funded projects

Thirteen out of the 16 projects did not provide information about this in their EoP report. Of those who did:

- One project employed a project manager from Black, Asian or minority ethnic communities, and three researchers with 'lived experience' from the local area.
- One project was managed by two artists/educators, one of whom was of Asian heritage.
- One project employed reverse mentors from Black, Asian or minority ethnic communities.
- Four projects might not have answered this question as they are Black, Asian or minority ethnic led organisations with existing project management in place prior to the project.
- Furthermore, according to interview data, two other organisations had Black, Asian or minority ethnic project managers, one employed to run the project, while another project manager was a permanent member of staff.

So, combining interview and report data together, seven out of 16 projects included in this evaluation employed staff from minority communities. It is important to note

that the posts created for the project were temporary contracts (this issue is revisited later in the report).

6.3.4 Accessing communities to take part in projects

The final way in which strand 2 projects engaged with local communities was through linking with community organisations to source participants for funded projects, for example:

- For a Sports project: Amar Cymru (a network of Wales fans predominantly from the country's growing south Asian community), Ethnic Youth Support Team (EYST), Welsh Refugee Council, South Wales Police and the Football Association of Wales.
- For a Craft project: Women Connect First, Mount Stuart Primary School, Butetown Pavilion, and Cardiff City Council.
- For a women's Sport project: BME Sports Cymru, Sport Wales, StreetGames, Cricket Wales, Tennis Wales and Wales Archery.

In total, strand 2 projects worked with 50 community organisations



6.3.5 Details of people who accessed funded projects

Only three EoP reports gave any details about characteristics of people who engaged with the funded projects, with two mentioning that they had not been asked to collect this information. Others did not answer the question at all or gave very general descriptions, e.g. 'Black, Asian or minority ethnic'. It is therefore not possible to put together any meaningful overview of beneficiary characteristics from the report data.

In the three cases where data was provided, characteristics listed included adults, children, young people, schools, teachers, artists, museum staff, community members, workshop attendees, volunteers, intersection of neurodivergent and Black, Asian or minority ethnic majority people. The two reports that listed ethnicities included: Indian, Pakistani, Bangladeshi, Nepalese, Sri Lankan, Nigerian, African, European, White British communities, Chinese, Jordanian, Iranian, Turkish, Egyptian; people from several countries in Africa, the Caribbean, and the US.

6.4 Strand 3 Engagement processes

Strand 3 projects were already connected to communities as community organisations. Furthermore, project activities were often a continuation of an existing activity. That said, projects used a range of methods to widen participation and reach and enrich activities with expertise [The below data is taken from analysis of EoP reports]:

6.4.1 Approaches to reaching communities

- Advertising activities, workshops and training sessions: strand 3 reports rarely describe how they attracted participation for project activities, but methods mentioned include social media, word of mouth, personal invitation, flyers and posters in community hubs and using their own networks.
- Sourcing activity participants through local organisations e.g. for those seeking sanctuary, for young people from diverse backgrounds, places of worship such as Mandirs and Gurdwaras, and organisations for older adults.
- Sourcing collaborating artists, e.g. dancers and musicians via advertising and local universities.
- Signposting from collaborating organisations to project activities.

6.4.2 Approaches to co-production included:

- Drawing on expertise in the community, e.g. from elders, from people with cookery expertise, from people contributing oral histories and from local artists in the community, e.g. in dance or music.
- Drawing on ideas from the community, e.g. ideas for activities.
- Working with artists engaged in the project such as musicians and dancers.
- Collaborating with other Black, Asian or minority ethnic majority organisations to bring in expertise for a range of art-forms, and other areas such as media creation and cookery.

6.4.3. Extent of community engagement in strand 3

Data from EoP reports suggest that strand 3 projects worked with 55 community organisations in delivering their activities, however, they did not provide consistent data on the characteristics of people who accessed their projects.

A small sample of community organisations are listed below (please see Appendix 2 for the full list).

- GROW Cymru in Swansea (for a project showcasing Nigerian textiles and fashion)
- Young Muslim Community Organisation, and creative local practitioners based in Riverfront and The Place (for an oral history project published in book form)
- Sanatam Mandir and the Sri Dasmais Singh Sabha Gurdwara, Cardiff (to connect with community members from the Hindu and Sikh communities for an oral history project), and EYST, The Mentor Ring and the Royal Commission of the Ancient Historic Monuments of Wales

6.5 Impact of engagement - Strands 1 and 2 – Experiences of community organisations who worked with funded projects

As reported above, both strands 1 and 2 worked with a variety of community organisations to design and deliver their funded projects. The evaluation team sought to understand how those organisations had felt about the experience. An online survey was designed and distributed, asking project leads to send this to the community organisations they had worked with. Unfortunately there were only three responses to the survey, and all were from the culture and heritage sector. A brief summary of their experiences is presented below, with the small response rate noted as a limitation.

For the three community groups who responded, their role in the project revolved around collaboration with parts or all of the funded project being delivered. They reported feeling that their voices and ideas were fed into parts of the project's delivery.

Respondents felt their expertise was valued, being involved with the funded organisation through collaboration, rather than through consultation or co-design³.

³ As defined in the survey as Consultation: Parts or all of the funded project were informed by consulting with your community group or organisation. Your voices and ideas helped the funded organisation to understand how to deliver their project. Collaboration: Parts or all of the funded project were delivered or conducted by your community group or organisation. Your voices and ideas were part of the project's delivery.

The respondents felt that the organisations they worked with operate in an anti-racist way. It is important to note that the funded organisations supported by these community groups are minority led and may not reflect experiences that were had supporting other organisations. All of the respondents had a positive experience with the funded organisation, reporting:

“The CEO was very keen to develop young people abilities, and wellbeing. The wellbeing and young people project office was very supportive to bring young people together.” Group 1 survey respondent, ID2

“The organisation planned everything well and working with such a diverse community was a reward. This was also a great opportunity to network.” Group 1 survey respondent, ID3

Two respondents said they plan to continue their involvement with the funded organisation beyond the funded project which focused on continuing skills development and ongoing advice and support.

“Keeping developing [name of activity] skills within young people, and consider to develop these sessions within Chinese community for adults and carers.” Group 1 survey respondent, ID2

“I have already received support and advice from [name of organisation]. We look forward to working on both our projects. A positive result, [name of organisation] has led the way in terms of community cohesion.” Group 1 survey respondent, ID3

When asked how they’d recommend other organisations to work in partnership with organisations like their own, respondents reported the need for more targeted marketing and continuous dialogue and opportunities to connect with community groups such as events.

Co-design: Parts or all of the funded project were designed with significant involvement of your community group or organisation. Your voices and ideas informed core elements of what was designed and delivered.

6.6 Impact of engagement - Strands 1 and 2 – Experiences of people employed or commissioned as part of funded projects

As outlined within this section of the report, a number of projects in strands 1 and 2 (23 in total – based on the review of projects) employed or commissioned people from Black, Asian or minority ethnic communities to work on their funded projects (however, not all projects recruited from minority communities). The evaluation team was keen to understand how people who were employed or commissioned experienced their time working on the project. The below analysis is taken from 11 completed survey responses and three interviews.

6.6.1 About the respondents

There were eleven completed responses to the survey, four from people employed and seven from people commissioned to work on ArWAP funded projects. Nearly all of the respondents worked within the culture and heritage sector, with only one respondent working in the sport sector. Of the 11 respondents, four identified as White (including one person who identified as White Irish). The remaining seven respondents identified with being from a variety of ethnic groups. Where relevant within the analysis, a breakdown of respondent ethnicity has been provided.

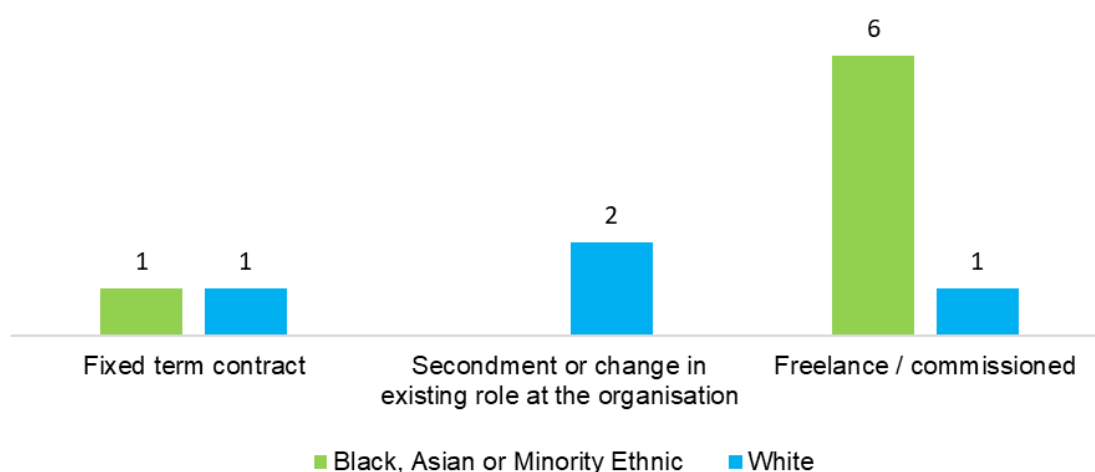
One notable difference was that those who were commissioned rather than employed to work on a project were almost exclusively Black, Asian or minority ethnic people. Although the details of the permanent positions are not known, it is interesting to observe that three out of the four employment roles were gained by White people who were currently employed by the organisation within a funding stream that encouraged collaboration with people with lived experience.

Amongst all respondents, the majority were very familiar with the organisation they were working or freelancing for prior to beginning the role with six having worked there previously, and three currently being employed. Amongst those interviewed, two had a level of familiarity with the organisation, with one having had a trusting relationship established through previous commissions with them.

“It was a combination of it being knowing that it's a safe organisation to work with that is really open to listening and discussing things in a way that is constructive and helpful.” Group 2 interviewee

Figure 9. Contract type of Group 2 survey respondents

(Survey with people employed or commissioned as part of funded projects, (count, n = 11))



6.6.2 Motivations for working on the project

When asked about what attracted them to the role, respondents mentioned their commitment to anti-racism and social justice, with several individuals motivated by the opportunity to contribute to tangible change in these areas, particularly within the context of libraries. This contribution to change was echoed by the interviewees, with one specifically referencing being attracted to the opportunity to engage with people in rural communities. Some were interested in using their personal experience and expertise to support the project's goals, particularly for those aimed at increasing diversity and representation in the culture and heritage sector. Respondents also expressed enthusiasm for creative work, community engagement, and building collaborative relationships as well as the opportunity for personal growth and professional development through being part of the funding.

“Increasing diversity in Welsh history. There is a shocking lack of representation of women, ethnic diversity, LGBTQ+, disability and others.”
Group 2 survey respondent ID64

“Really excited by a government that was explicitly committing to anti-racism. The specific programme I worked on also spoke to my skill set and experience.” Group 2 survey respondent ID72

6.6.3 Experiences of working on the project

Most of the employed respondents were happy with the application process though one reported being very dissatisfied with the application process and the interview – however they didn’t expand on what the reason was for this other than mentioning that their role was very generalised. Of the seven commissioned, the majority were satisfied with the elements of the commissioning process that were applicable to them (the interview, the application/bid and the description of the work). Only two of the seven had to bid for the work, reflecting the word of mouth nature of freelance work – with three survey respondents and two interviewees reporting being invited to the role. Two out of seven felt the description of the work did not reflect the reality of the role, with one being dissatisfied with this, citing that this led to much more work being required which led to them having to spend extra unpaid time re-designing learning materials.

“The training materials provided seriously needed major overhaul for an online audience which was not included in the costing nor was the cost for a Welsh interpreter.” Group 2 survey respondent ID14

Regarding how prevalent the opportunity for co-design was in their role, nine of the respondents referenced that they did have this experience to some degree. Those that were engaged to co-design the project felt mostly exclusively positive about the experience, citing that though it was stressful, it was involved and didn’t feel like a box-ticking exercise. These respondents felt listened to and valued for their contributions, and that it was a collaborative experience. However one respondent had a neutral experience, feeling frustration about conflicting aims of the event and that they had wanted to do more with their ideas.

“My ideas were acted on but combined with other activities in such a way that we couldn’t get as much out of my proposal as might have been possible.”

Group 2 survey respondent ID60

Of those interviewed, two reported on the co-design elements of their role with most instances of it being very positive. However, one interviewee who acted as a critical friend to a smaller organisation as part of their role found that their co-production support wasn’t fully embraced, feeling that this organisation could have benefited from mentoring for them to lean into it as they had a lack of understanding about true co-production and how to approach it.

When considering all interviewees and survey respondents’ (n = 14) experience of proposing new ideas for the project approach or challenging existing ideas, nine reported that they did try to do this. One survey respondent felt uncomfortable doing this, reporting dissatisfaction that they felt the Welsh Government weren’t very involved or understanding of the project. In most instances respondents were met with positive feedback from people they were working with, citing that they felt appreciated and respected as well as feeling listened to. However, three individuals reported being met with negative responses to their challenges or suggestions which left them with feelings of anger and frustration. For example, one individual reported highlighting and questioning racist recruitment practices which resulted in gaslighting, microaggressions and being treated with more significant consequences than the perpetrator of the racism.

“Angry. I wrote the bid. I discussed it with all parties involved. The participants really enjoyed themselves and felt valued. We far exceeded our agreed outputs. Welsh Government made no effort to attend the launch and exhibition. I felt that they had no interest or understanding of what as a small Black-led organisation we had achieved.” Group 2 survey respondent ID26

It was common for those employed and commissioned to feel that they were valued for their contributions in their role, with only one feeling that they weren’t. This was the respondent who was dissatisfied with their perspective on the Welsh Government’s interest and support of their project. The verbatim responses reflected experiences of feeling appreciated for their expertise, with recognition from

managers, collaborators, and the public. One respondent noted being regularly told by their employer that they were valued and also observed seeing their suggestions being acted upon. However, there were also feelings of being undervalued, with one person expressing that their efforts were not fully recognised. Communication issues and delays further contributed to a sense of undervaluation for one respondent (though no specificity was provided about who this related to).

“My manager was outgoing, and trusted me to make a big decision and was supportive/offered help when needed.” Group 2 survey respondent ID22

“The role became bigger than I ever expected and although a good experience not sure all my effort was realised.” Group 2 survey respondent ID13

There were mixed but generally less positive responses to feeling part of the organisation during their freelance or commissioned work, with the majority reporting that they didn’t at all (4), or to some extent (1).

6.6.4 Progress towards anti-racism

When establishing the extent to which organisations had made progress or shifts towards anti-racism across the duration of respondents’ roles in the project, a baseline question was asked. Two respondents felt that the organisation was operating in an anti-racist way to ‘a great extent’ before the project began and five believed this was ‘to some extent’. However four out of 11 reported that this was either ‘very little’ or ‘not at all’, all of whom were in the culture and heritage sector (see Figure 10). This proportion was reflected in those interviewed, with one of the three reporting clear shortcomings in the organisation’s anti-racist practices. Amongst survey respondents there were differences between White and Black, Asian or minority ethnic respondents as well as between freelance/commissioned and employed respondents. White respondents were evenly split between very little (2) and to a great extent (2). The Black, Asian or minority ethnic respondents were most likely to report ‘to some extent’, with none reporting ‘to a great extent’ (see Figure 11).

Figure 10. Perception of anti-racism within Group 2 survey respondent organisations

(Survey with people employed or commissioned as part of funded projects, (count, n = 11))

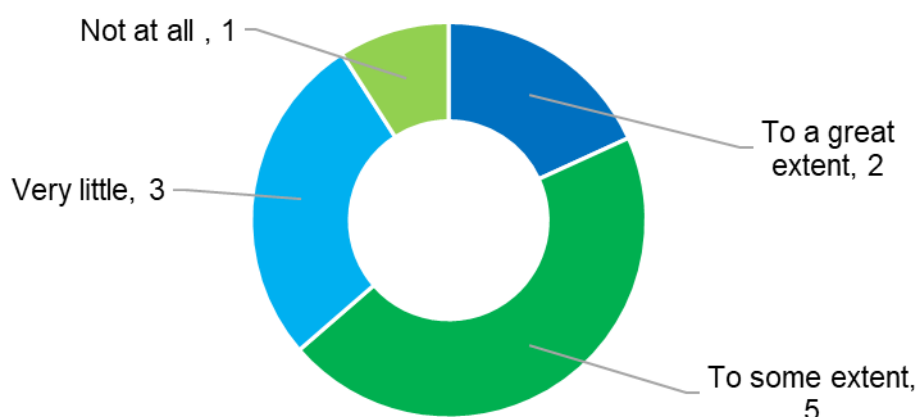
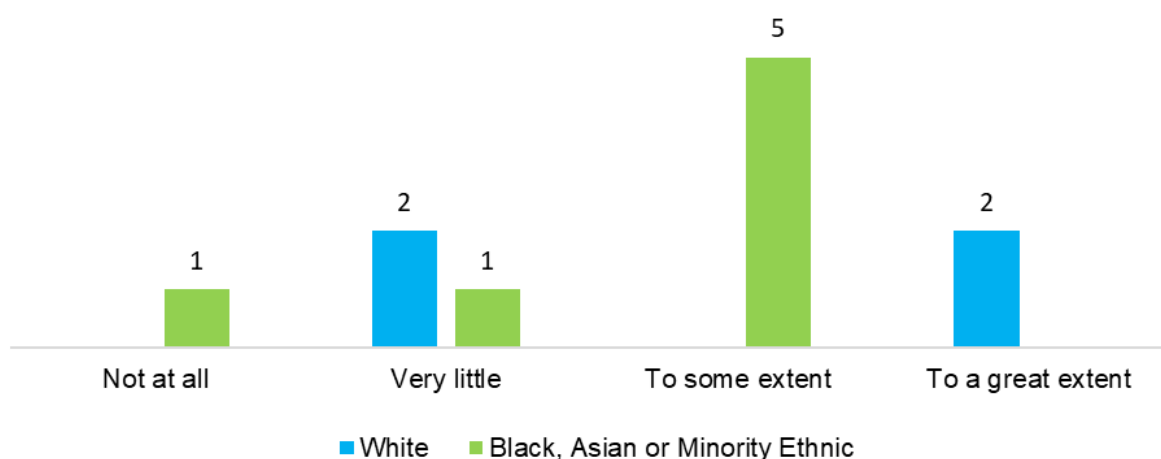


Figure 11. Perception of anti-racism within Group 2 survey respondent organisations (by respondent ethnicity)

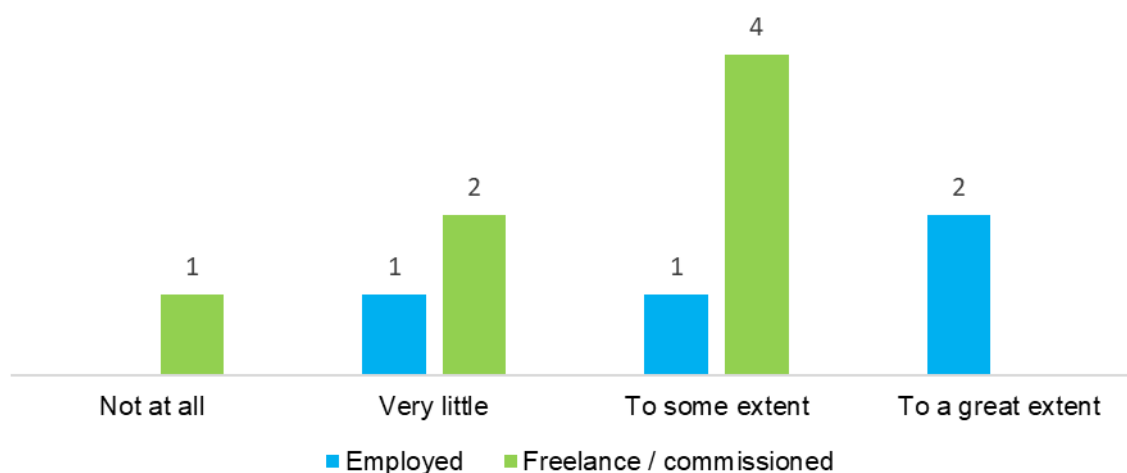
(Survey with people employed or commissioned as part of funded projects, (count, n = 11))



Between those with different contract types, they trended in different directions such that none of the freelance/commissioned respondents reported the organisation to be working 'to a great extent' in an anti-racist way, whereas two out of the four employed staff did (see Figure 12).

Figure 12. Perception of anti-racism within Group 2 survey respondent organisations (by contract type)

(Survey with people employed or commissioned as part of funded projects, (count, n = 11))



Seven of the 11 respondents felt that there had been attitudinal shifts in the organisation with regard to anti-racism during the funded project which were classified around embedding anti-racist practices and policies (5), greater engagement with Black, Asian or minority ethnic people (4) and an increase in representation of Black, Asian or minority ethnic staff – however this was not at senior/leadership levels. One respondent reported attitudinal shifts in an ‘other’ category, reporting that observed shifts were on an individual level. Positively, comparing distance travelled, all three of the respondents who previously perceived that their organisation operated ‘very little’ in an anti-racist way before the grant, reported that they had noticed attitudinal shifts.

“The shifts I have seen so far have been on an individual level. However, the organisation has now commissioned me to take them through a review of their work through an anti-racist lens. This will help them create an anti-racist action plan. So whilst I've not seen major changes so far, I feel they are aware of what they don't know, and are seeking help in remedying this” - Group 2 survey respondent ID72

When given the opportunity to expand on their perception of the organisation's culture with regard to anti-racism a few themes arose. Some felt that the organisation perceived themselves as further along than they actually were on their journey to anti-racism, and that much more needed to be done. It was noted by some that they felt the project set a commitment and the tone towards striving towards anti-racist practice.

Another respondent felt that although more could be done to support representation in the organisation, that this is difficult to achieve in geographical areas with low levels of diversity. One respondent, who had reported some issues relating to a particular member of staff felt that they received differential treatment from this person compared to others in their organisation. In several of their answers they emphasised the negative, othering impact that their experience with this person had had. This is a notable observation, which was also picked up within interviews – that the commitment of the organisation to take action when this occurs is vital and that though anti-racism needs to be an organisational commitment it must also be individually upheld. In instances where people do not uphold organisational commitments to anti-racism then responsibility falls to the organisation to take necessary action.

“I experienced a notable difference in treatment from one of the "organisers" in the group. I did write a detailed document of this experience but didn't want to have to go through mediation or any further interrogation so just outlined the behaviours and asked them to stop.” - Group 2 survey respondent ID30

Regarding their sector, nine out of 11 felt that attitudes towards anti-racism are changing in Wales to some extent, with one believing that this is to a very small degree. Respondents feel there is much further to go especially with regards to individual attitudes. It was also noted that some geographical areas in Wales and some organisations feel further behind than others. One respondent felt that in order to create sector change there needs to be a joined up approach with all organisations acting together. However some optimism was voiced, especially in regard to perceiving more inclusion and representation of Black, Asian or minority ethnic artists and creatives.

“I notice a lot more inclusion and representation of Global Majority artists. So on the face of it yes changes are happening. But there is still work to do in challenging and uprooting deeply ingrained, often unconscious bias coming from (to put it bluntly) ‘White people’.” Group 2 survey respondent ID30

There were mixed feelings about the extent to which their projects will support access to opportunities for Black, Asian or minority ethnic people to engage within the culture, heritage and sport sectors with five out of ten reporting uncertainty. It was felt that there are still communities that remain underserved, specifically:

- Rural ethnic minority people
- Gypsy, Roma and Traveller people
- First generation immigrants
- Disabled people
- Women
- Chinese people
- Japanese people
- Arabic people

“It is difficult to create a connection with [Gypsy, Roma and Traveller groups] and get people from the community to trust us as an organisation” - Group 2 survey respondent ID22

“Muslim communities. Because in a rural setting this is a collective group of individuals bound by faith rather than nationality / ethnicity. Others who are excluded are first generation newcomers whose first language is not English. This population [first generation immigrants] (unless they are in education) remains hidden. Not being able to communicate prohibits so many activities” - Group 2 survey respondent ID26

6.6.5 Impact of the project

Seven respondents felt that their project as a whole would have had a positive or very positive impact on Black, Asian or ethnic minority people in Wales, however, a couple of the verbatims focused more on the people that they specifically supported by their

project (e.g. those they specifically interacted with) . Others felt it was too early to say, although increases in representation do help in the short term.

“I believe there will have been some benefit to Global Majority people close to the museums that took part. However, the cohort was small so the impact would have been limited. Also, the timescale was so pressured that I feel this limited the potential impact.” - Group 2 survey respondent ID72

Considering outcomes of being employed or commissioned under the ArWAP funding the majority cited feeling that the role positively benefited them on a personal level. Their responses reflected a range of experiences with many referencing gaining new skills and widening their networks.

One of the White respondents felt that their understanding of communities and racism had been broadened and another respondent reported they were able to reach people that were usually outside of their work.

Unfortunately two respondents felt that they had not benefited from the experience, referencing staff that made them uncomfortable which had a knock on effect on their ability to socially engage with other colleagues. A different respondent cited high stress and little encouragement as well as poor management from the Welsh Government.

Some of the respondents reported unexpected outcomes from being involved with funded projects ranging from positive to negative experiences. Some had increased confidence due to more or different responsibilities whilst others reported their perception of Wales as a Nation improving. One of the interviewees used their opportunity to trial a collaborative approach to training, where the audience co-led and steered the session, reporting that the success of this and the confidence it instilled was an outcome they had not expected.

“The commission helped build my confidence in delivering project, responsibilities finding performers, costuming and touring with a small amount of public speaking. It gave me more of an idea the amount of work involved and to manage large groups of people” Group 2 interviewee

Some negative unexpected outcomes were reported, with reference made to support from the funder and their duty of care and solidarity towards Black, Asian or minority ethnic employees/freelancers under these funding streams – which was echoed in the interviews. A further negative outcome was to do with receiving negative press from national newspapers.

6.6.6 Challenges encountered

When asked to reflect on the biggest challenge faced during their project there was reference to dealing with funders, particularly a lack of interest and understanding from one respondent.

Other issues were the difficulties in ensuring proper representation and co-production throughout the project. Some also faced issues with poor management, preconceived negative ideas from other organisations, and the technical challenges of online delivery.

Additional challenges faced by one respondent revolved around being discriminated against and made to feel uncomfortable by a White manager, which created a stressful environment, limiting their freedom and enjoyment of the experience.

Other difficulties involved managing logistics like finding performers, rehearsals, and costumes, as well as limited resources causing a strain on efforts. As referenced above, there were also frustrations with public reactions, with one person receiving negative coverage in the media, and the pressure of wanting to accomplish more with limited funding and resources.

“Trying to make sure there is representation, co-production and choosing the best individuals/groups to work with during the project” Group 2 survey respondent ID22

“Too many moving parts for small sums of money leading to dissipated outputs and energy” Group 2 survey respondent ID60

6.6.7 Key successes

The biggest successes experienced by survey respondents included successfully completing the project and increasing engagement from various groups.

The interest generated through content released was another key achievement, and reports of members of the public expressing a deeper understanding and emotional connection to what they saw.

Another notable success was winning back the confidence of previously sceptical groups and supporting them with their projects. The positive engagement of attendees, including those who participated in honest conversations and shared uncomfortable truths, was also a highlight.

Additionally, the impact of training on librarians and seeing personal creativity contribute to the project was valued. Taking their work to different locations and festivals, as well as representing important historical figures in collections was also referenced. Lastly, feeling part of something important in Wales was a source of pride for one respondent.

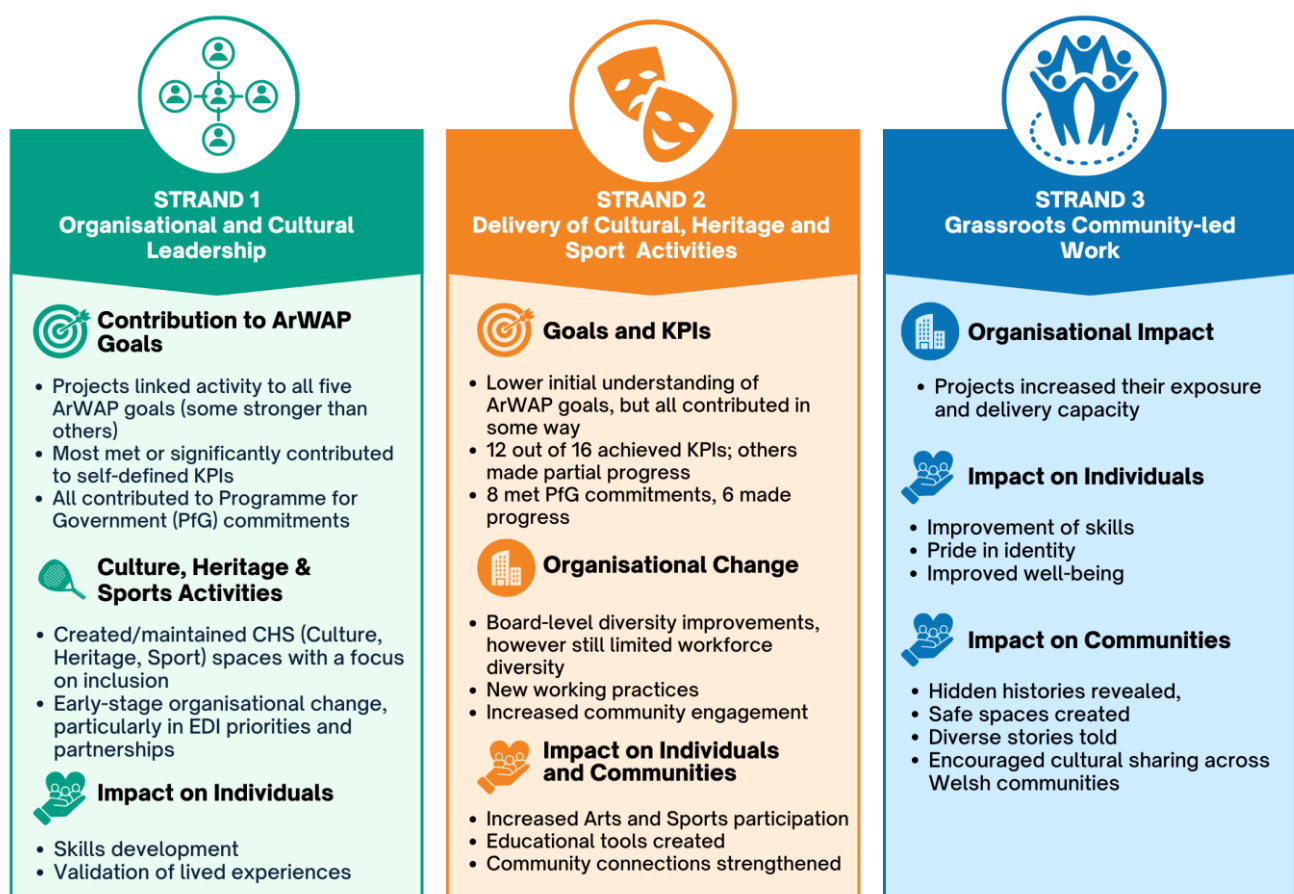
“The Ladies of Llangollen, arguably one of the most famous same-sex couples in history, never had a page on the DoWB [Dictionary of Welsh Biography] but I was asked to add one and now they are there!” Group 2 survey respondent ID64

7. Findings Section 3 – Outcomes and impact

7.1 Summary of key outcomes achieved across the grants programme

Figure 13 gives a high level overview of some of the key outcomes achieved across the three strands of the grants programme. These outcomes will be discussed in detail in subsequent sections of the report.

Figure 13 - Summary of outcomes achieved across strands 1 - 3



7.2 ArWAP goals and actions – Strands 1 and 2

Table 2 represents the evidence within the EoP reports from funded projects in strands 1 and 2 regarding the ArWAP goals and actions (strand 3 was not required to report against the goals and actions). As can be seen, there are some goals for which more funded projects provided evidence compared to others. All goals have at least some evidenced actions, however there are some actions which were not evidenced in any EoP reports. This does not mean conclusively that projects may not have done work towards these actions, but rather that they have not referenced this within their report. It should also be noted, that for some actions, though many projects have referenced them, some may only evidence a contribution towards the action, rather than evidence of meeting it (see goal 3, action 1). Where relevant, the extent to the evidence provided within the EoP reports has been noted in the 'Detail' column. For a more detailed description of the activities that demonstrated each goal and action, please see Appendix 7)

[Limited evidence = 1-2 projects providing evidence, Moderate evidence = 3-4 projects providing evidence. Substantial evidence = 5 or more projects providing evidence.

Table 2.1 - Evidence presented by funded projects in strands 1 and 2 regarding the ArWAP goals and actions: Goal 1 – Leadership

| ACTION | STRENGTH OF EVIDENCE | | | | DETAIL |
|---|----------------------|------------------|-------------------|----------------------|--|
| | No evidence | Limited evidence | Moderate evidence | Substantial evidence | |
| Action 1: Adherence to principles | Limited Evidence | | | | 1 project provided good evidence |
| Action 2: Training | Substantial Evidence | | | | 5 projects provided good evidence |
| Action 3: Personnel diversity | Moderate Evidence | | | | 1 project provided good evidence, 3 provided limited |
| Action 4: Diverse recruitment approaches | Moderate Evidence | | | | 1 project provided good evidence, 2 provided limited |
| Action 5: Handling discrimination | No Evidence | | | | No evidence provided |

Table 3.2 - Evidence presented by funded projects in strands 1 and 2 regarding the ArWAP goals and actions: Goal 2 – Funding

| ACTION | STRENGTH OF EVIDENCE | | | | DETAIL |
|--|----------------------|------------------|-------------------|----------------------|---|
| | No evidence | Limited evidence | Moderate evidence | Substantial evidence | |
| Action 1: Equitable distribution of funds | No Evidence | | | | No evidence provided |
| Action 2: Increased access to funding | Limited Evidence | | | | 2 projects provided good evidence |
| Action 3: Co-design and collaboration between orgs and funders | Limited Evidence | | | | 1 project provided good evidence |
| Action 4: Ringfenced funding for grassroots supporting racially minoritised group | Limited Evidence | | | | 2 projects provide evidence, but not a direct fit to the action |

Table 4.3 - Evidence presented by funded projects in strands 1 and 2 regarding the ArWAP goals and actions: Goal 3 – Celebrating Diversity


| ACTION | STRENGTH OF EVIDENCE  | DETAIL |
|---|---|--|
| Action 1: Co-designed activities to engage minoritised groups to celebrate identity | Substantial Evidence | 2 projects provide good evidence, a further 10 provide evidence of contribution. |
| Action 2: Overtly anti-racist marcomms | Limited Evidence | 2 projects provide limited evidence |
| Action 3: Anti-racist sector producing diverse content and provides creative opportunities in front of and behind camera | No Evidence | No evidence (Although Strand 3 projects did contribute to this) |
| Action 4: Addressing underrepresentation in creative industries | Moderate Evidence | 3 projects provide evidence of related activity but not a strong fit to the action |

Table 5.4 - Evidence presented by funded projects in strands 1 and 2 regarding the ArWAP goals and actions: Goal 4 – The Historical Narrative



| ACTION | STRENGTH OF EVIDENCE  | DETAIL |
|--|---|--|
| Action 1: Decolonise public spaces and collections (recognition of historical injustices) | Substantial Evidence | 12 projects provide good evidence |
| Action 2: Centre racially minoritised experiences and histories. lift barriers to access heritage sites | Substantial Evidence | 11 projects provide good evidence |
| Action 3: Redesign of historical narratives reviewed and reported on | Moderate Evidence | 2 projects provide good evidence, 2 provide limited evidence |

Table 6.5 - Evidence presented by funded projects in strands 1 and 2 regarding the ArWAP goals and actions: Goal 5 – Learning about our cultural diversity

| ACTION | STRENGTH OF EVIDENCE  | DETAIL |
|--|---|----------------------------------|
| Action 1: Online content recognises diversity and seeks to improve visibility. Supporting engagement with racially minoritised groups | Moderate Evidence | 4 projects provide good evidence |
| Action 2: Embed and link stories of racially minoritised groups within existing educational resources | Substantial Evidence | 6 projects provide good evidence |

7.3 Strand 1 Outcomes – Main Findings



Strand 1 projects demonstrated a good understanding of the ArWAP goals and actions and provided evidence that they had made some contribution to each of the five goals (with stronger evidence in some areas than others).

- Most strand 1 participants had met their KPIs (self-defined), or made significant contributions to them.
- All projects had either met, or 'contributed to' meeting their PfG commitments.
- Strand 1 projects described a number of ways in which they were creating or maintaining culture, heritage and sport spaces, including; reflecting diversity in CHS spaces; addressing barriers to participation; awareness raising and education and capacity building.
- In relation to organisational change, projects described being at an early stage of the process. Some were able to articulate changes to organisational priorities (with more focus on EDI) and improved relationships with community organisations, however, there was limited progress towards workforce diversity.
- Strand 1 projects felt they had impacted on individuals and communities through creating opportunities for skills development and creating opportunities for people to share their experiences and feel validated.
- There were mixed views on the sustainability of strand 1 funding. While Welsh Government programme team interviewees felt strand 1 were now in a place to mainstream their activities, project leads felt they would be unable to continue this work without additional funding. Despite this, a number of sustainable outcomes have been achieved.

7.3.1 Achievement of ArWAP goals

As outlined in Table 2, strand 1 projects made contributions to all of the ArWAP goals, but not necessarily all of the actions. Please see Appendix 7 for a full breakdown of strand 1 goals and actions. Analysis of the EoP reports suggests that strand 1 projects

had a good understanding of the ArWAP goals and actions, which compares favourably with strand 2 (see below). Only one organisation reported activities contributing to goals 1 and 2. Notably, one other strand 1 organisation omitted to mention distribution of funding in their description of ArWAP goals and actions, although distribution of funds is central to what they do and took place during the project. [A possible explanation for most strand 1 organisations not linking activities to these goals is that these goals relate to their usual activity, areas being worked on more broadly etc.]

Sporting organisations (in strands 1 and 2) used different wording for goal 2, suggesting they had been amended to align with the work of sports organisations. It is important to note that one of the three National Library of Wales projects only gives a general description of activity towards the ArWAP goals and therefore could not be included in the detailed analysis.

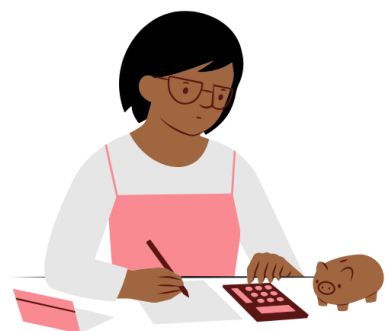
7.3.2 Achievement of Key Performance Indicators

Key Performance Indicators (KPIs) were self-defined by the projects when they applied for funding and reflect what they hoped to achieve. Of the 6 projects in strand 1 (one organisation ran three projects and one was a joint project between two organisations):



3 met all their KPIs*

*One of these projects had met their KPIs apart from one or two that were classified as 'not applicable' during the project, e.g. one of the KPIs was tendered out to another organisation.



3 mostly met achieved their KPIs*

*Only one or two KPIs had not been met - reasons for not meeting KPIs included budget constraints impacting on planned activities, long-term tasks e.g. establishing and maintaining an advisory network which had yet to be fully achieved, or activities that had not finished yet in the case of a project that was still ongoing at the time of reporting

7.3.3 Achievement of PfG Commitments

- Three projects reported that they had addressed at least one of their PfGs.
- Three other projects described that they had ‘contributed’ to at least one of the PfGs. Two use the word ‘contributed’ in their description while another describes project activity as ‘a small but essential step forward.’ [It should be noted that the use of language in this answer, e.g. reporting positively that PfGs had been achieved versus reporting contributions towards PfGs, does not reflect levels of progress made in project outcomes for these projects. In other words, those reporting ‘contributions’ to PfGs had achieved just as much as those reporting that PfGs had been addressed.]

7.3.4 Culture, heritage and sport spaces

Strand 1 projects’ main outputs focussed on activities to enable access to culture, heritage and sports spaces for diverse groups and increase the representation of ethnic minority histories across the sectors. Welsh Government participants reported that, after a slow start, strand 1 projects were largely achieving their outcomes and starting to embed the learning.

“There's a lot of fantastic activity that is being delivered, and we can see the outputs that they are making a difference for people, they're increasing participation.” Welsh Government, ID1

According to funded project leads, strand 1 funding has enabled organisations to kick-start, accelerate or focus efforts on working towards the ArWAP goals.

“I think it's capitalised areas of activity which were ongoing, where we had a mission, in a way that we wouldn't have been able to maybe deliver without the project It has definitely increased our output, and increased our ability to realise the outcomes of the action plan [ArWAP].” Strand 1 grantee, ID9

Descriptions of achievements from project staff, combined with analysis of EoP reports suggests that significant steps towards increasing representation of ethnic minority groups in culture, heritage and sport spaces have been made in strand 1. These are split into four key themes:

7.3.4.1 Reflecting diversity in CHS spaces

Some projects focused on revealing hidden histories to address a tendency for Welsh history (indeed UK history) to be seen through a 'White' lens, to highlight that diverse communities have been involved in Welsh history for a long time. For example, one project collected oral histories of Ugandan Asians who came to live at the Tonfanau camp in Wales, and other camps in Wales, following expulsion from Uganda in 1972. Furthermore, these interviews captured 'seldom-heard voices'.

The project manager described how the oral histories and films had a powerful effect on those watching it, touching on people's emotions, at the same time providing a platform for 'seldom heard voices'.

“And in the audience, you could just see that almost everybody wanted to cry because of the emotion of what was being said and which was illustrated in the background in animation showing what it really meant for this very sick woman to have to walk up the hill to the medical centre. We touched people's emotions in a big way.” Strand 1 grantee, ID11

Another organisation's project focused on diversifying a Welsh Biography resource to include the contributions of Black, Asian or minority ethnic people. The EoP report describes how, through a combination of community engagement, research and networking, foundations have been laid for a better representation of historical people in and from Wales. Nevertheless, the project's EoP report highlighted that the resource remains heavily biased in favour of White, largely Christian men and as the biography publishes about 50 new articles each year within the existing 5,000 articles, the bias will remain for a long time.

7.3.4.2 Addressing barriers to participation

Addressing barriers to participation was a key focus of some of the sport related projects. One project's midnight Ramadan event was well attended (c.100 participants) and led to continued and increased participation in sports at the centre. For example, getting involved in playing squash, which started as a 'whack around' at the event, which led to the venue sending someone along to them to explain the rules, which led to a six-week taster session for people who attended the midnight Ramadan

event. Additionally, there has been a rise in Black, Asian or minority ethnic people playing badminton at the centre since the event.

“The midnight Ramadan event has been massively well-received. We got a lot of young people from our Muslim community playing sport for the first time, particularly squash and badminton..... We've seen an increase of people booking the centre for the badminton courts and using the table tennis facilities. So, we've literally seen the numbers grow in in that space.” Strand 1 grantee, ID13

The second year of midnight Ramadan included a bespoke offering to women and girls. The project also included ad hoc skateboarding and BMX events that engaged a range of ethnic minority people.

“You name it, the ethnicity was there. We got them on skateboards for the first time and we did loads of opportunities around sort of coaching and developing them and doing a bit of well-being work as well. So it was really good and really impactful.” Strand 1 grantee, ID13

7.3.4.3 Awareness raising and education

Some projects focused on awareness raising and education through engaging wider audiences in discussions to explore issues of equality, migration, resilience, identity, culture and heritage. One project included monthly seminars to provide a platform for wider debate around equality, migration, resilience, identity, culture, and heritage. Over six hundred people attended these seminars and recordings are available on the projects You Tube channel and have been accessed by wider audiences.

Other projects worked on developing educational resources. The Dictionary of Welsh Biography team also produced a bilingual colouring book including ten people, six of which were taken from the list of names newly uncovered during the project, together with child-friendly short biographies. The colouring book has started to help increase the visibility of stories relating to Black, Asian or minority ethnic communities, as well as other underrepresented groups, particularly to younger and non-Dictionary of Welsh Biographies audiences. For example, the colouring book has been viewed almost 400 times on the People's Collection Wales (PCW) website.

7.3.4.4 Capacity building

A sports project worked with community organisations to build awareness of available funding opportunities. Some organisations had already benefited from initial successful funding at the time of the report. This aspect of the project has also built relationships and trust with community organisations. Furthermore, the report highlights that funding awarded will ultimately support Black, Asian or minority ethnic communities to participate in sport.

7.3.5 Organisational change

One Welsh Government interview participant reflecting on the achievements of strand 1 highlighted the possibility of a 'longer burn' when it comes to embedding change in organisations and achieving organisational impact, e.g. ensuring their workforces and their governance structures are fully representative.

"I think there's a longer burn on some of this is around organisations ensuring their workforces and their governance structures are fully representative. Involves a longer burn in terms of employment, bringing new people in in terms of the board members and trustees, to be bringing new ones into a more ethnically diverse, and this isn't really around the grant funding, that's around our other goals and actions in the ArWAP." Welsh Government, ID1

This was supported by interview participant descriptions of organisational impact, which suggests that any organisational change is in its early stages, e.g. when asked about organisational impact, participants' responses generally focused on increased awareness, attention and reflection internally of ongoing work in anti-racism, with data from EoP reports expressing the intention to continue 'to press' for diversification of the Advisory Board, and a commitment to prioritising communities thus far unrepresented in future strategic plans for 2025-2030.

7.3.5.1 Impact on organisational priorities

One organisation already had an established Equality, Diversity and Inclusion business plan priority in place prior to the publication of ArWAP which the ArWAP aligned with, and the project lead was appointed as a permanent post. This project also included anti-racism training for staff and board members, which will be sustained

via a train the trainer model, and a review of the organisation's recruitment process through an inclusion lens, both for their organisation and the sector.

All interview participants reported that their projects had brought about new ways of working in their organisations with the intention, if possible, of applying these from now on, e.g. providing a model for working with communities and co-creation, commissioning artists, and future projects.

In addition, EoP reports identified some changes in structural systems due to funded projects, including:

- Changes to an organisation's Editorial Guidelines will ensure that learnings from the project are embedded.
- Early drafts of an organisation's new Strategic Plan for 2025-2030 indicate a strong commitment to promoting diversity according to the report, supporting an anti-racist Wales, and prioritising communities and voices that have, thus far, been under-represented in collections and activities. Furthermore, the organisation's Diversity and Equality Steering Group will oversee progress in this area of work.

7.3.5.2 Impact on workforce diversity

EoP reports identified some changes that have the potential to impact on workforce diversity in future, including:

- An independent review of recruitment has served to highlight areas for further progress as well as progress made. Furthermore, hiring practices will be monitored in future by the organisation's EDI (Equality, Diversity and Inclusion) committee.
- Anti-racism training developed through the project has increased awareness and confidence in addressing racism. Staff feedback suggests that training has been well received, with staff feeling more equipped to recognise and challenge racial bias. Furthermore, the training will continue, using a train-the-trainer model, which will enable in-house colleagues to provide training to new and existing staff.

7.3.5.3 Impact on relationships with communities

All organisations felt they had developed valuable links with communities, although one participant highlights the importance and challenge of maintaining these relationships without further funding.

“I think certainly we can say quite definitively that we've strengthened and created new relationships with communities and individuals from the Global Majority. I think the challenge when the funding comes on to an end, it's how you maintain those relationships. So, definitely there's been a step change in the number of communities we've engaged with the types of communities that we've engaged with....Particularly within the artistic community, there's been an increase in the diversity of our contacts and connections with those communities.” Strand 1 grantee, ID9

Two organisations felt that they were now being seen in a new light by ethnic minority communities who might previously have thought these organisations had done little for them, enabled by these organisations' efforts to engage with communities. One highlights the importance of sustaining the 'rebuilding of bridges'.

“I think [name of arms-length body] has historically disadvantaged certain community groups across Wales, particularly from backgrounds that aren't, you know, traditionally Welsh and White....I think outside of those community groups, people have felt a bit wronged by [name of arms-length body]. And I think those kinds of projects are started to rebuild some bridges and be a bit of an olive branch...So I think the danger and challenge there is that they don't just feel like a one off token, they need to feel like there is significant impact and sustainability in some of these in some of these projects.” Strand 1 grantee, ID13

Another organisation reported that, due to this project, they had been contacted by other Black, Asian or minority ethnic organisations to tell their stories due to working with communities for the first time.

“A much closer relationship with Black and Black, Asian or minority ethnic communities in in Wales. They now know who we are and we know who they

are and they love us as an organisation, they think we're terrific and we know where to go now.” Strand 1 grantee, ID10

Furthermore, this organisation was getting known for their expertise in connecting with communities. They had recently been approached by another large UK organisation who wanted to engage more with ethnic minority communities and recognised that this organisation could introduce them to people who they wanted to talk to.

Analysis of the EoP reports highlighted the potential long-term impact of these connections. For example a strand 1 project has forged relationships with community groups that will endure beyond the project, through supporting Kiran Cymru with their Afghan Heritage project (Kiran Cymru’s planned next step from their strand 2 project) and discussing potential future collaborations.

7.3.5.4 Impact on individuals, communities and wider society

Section 7.7 presents feedback from people who took part in some of the funded projects. The information presented below is gathered from interviews and EoP reports and is therefore based on the perspectives of funded projects. These impacts may not reflect the perspective of those who took part.

Skills development - According to funded projects, creative professionals developed experience of working in the arts and museum sector, strengthened their practice through networking and mentoring, and gained exposure for their work.

Members of the community were thought to benefit by being included in writing workshops, supported by local Black, Asian or minority ethnic facilitators, on how to research and write historical biographies. Several of these participants later contributed their own articles to the Dictionary of Welsh Biography. Both workshops included participants from diverse backgrounds.

Voice and validation - According to funded projects, for many contributors who participated in the oral history archive, this was a first opportunity to tell their stories in the way they desired and in a language of their choice. Furthermore, the process of telling stories and having personal stories recorded enabled many people to have a closure on expulsion and migration. EoP reports suggested that all contributors

expressed pride in being part of the project and for seeing their stories displayed at the national exhibition and in the project publication.

7.3.6 Sustainability and legacy

One Welsh Government participant flagged the potential issue of sustainability of strand 1 project activity; that organisations will need to find ways of continuing activities without receiving any extra funding from Welsh Government. It remains to be seen whether this will be achieved.

“They [Arms-Length Bodies] now need to be mainstreaming that activity in future years so that they can deliver more and more of it within their grant, without us giving them extra money. They are planning to do that, and they are telling us they're going to do it. But the proof of that pudding will very much be in the eating.” Welsh Government, ID1

However, interview participants suggested in their narratives that their organisations would be unable to continue similar project activity at the same scale without the extra funding. One interviewee explained that their funding from Welsh Government is for a strict programme of work agreed with Welsh Government and did not include scope to work on their ArWAP project after the funding ends. They could only do so through additional funding.

In relation to the posts created as part of funded projects, only one project lead was retained but they were appointed permanently at the start of the project and will continue their EDI role. Another organisation continued to employ one of the two project managers funded by the project but not in their project role; they moved to another part of the organisation. Another organisation was in the process of discussing whether creative practitioners' roles could be extended at the time of the interview. Another organisation could not retain their project manager and project workers and explained that this was because Welsh Government had instructed them not to recruit any new staff at that time due to a possible merger with another organisation.

At the time of interview, some organisations reported that they were in the process of applying for additional funding to continue the project or were discussing how they could continue the project.

Furthermore, one participant highlighted the importance of organisations continuing the work of the project, otherwise project activities might be seen as 'tokenistic' by communities that they have worked so hard with to gain trust.

That said, some sustainable outcomes have been achieved, for example: (Please see Appendix 3 for details of future plans identified in EoP reports)

- Diversified historical resources will continue to be available and hopefully developed over time.
- Different ways of working have been tested and will be used again, e.g. models for commissioning Black, Asian or minority ethnic artists, working with communities or diversifying collections. Furthermore, potentially lasting relationships have been built with communities.

“We've tested a model of working with communities in in Wales. We know now what works; we know how to do it and we'd love to do more. So, the one legacy is having developed a methodology. A second legacy is building lasting, what I hope will be lasting relationships with Asian communities, who now know about us and we know about them.” Strand 1 grantee, ID10

- Successful events have led to a guide to running inclusive sports events, which will be shared with the sector.
- A project's recruitment review has led to a good practice guide to recruitment which will be shared with the sector.
- Internal anti-racist training will continue using a training the trainer model, and online on demand training for the sector will continue.

7.4 Strand 2 Outcomes – Main Findings



- Strand 2 projects struggled to demonstrate a good understanding of the ArWAP goals and actions, suggesting many had struggled to link their project activity to them. Despite this, we were able to identify evidence that they had made contributions to each of the five goals (with stronger evidence in some areas than others).
- 12 out of 16 strand 2 organisations had achieved their KPIs (self-defined), with the others meeting most of them.
- Eight organisations reported meeting their PfG commitments, a further six reporting making progress but that there was still work to be done.
- Progress towards culture, heritage and sport spaces in strand 2 was mixed. While some activities had started to create opportunities in the life of the project, others had the potential to increase participation in the future. Activities largely related to; reflecting diversity; awareness raising and education; addressing barriers to participation; and capacity building.
- Progress towards organisational change varied. Survey participants felt they were already working in an anti-racist way before the funding, but still felt they had made progress during the project. Some projects described changes to their organisational priorities, others were making progress to increasing diversity at the board level, some described lasting changes to ways of working, a number of projects felt they had developed better relationships with communities and others had benefitted from increased capacity (as a result of the funding). However, as with strand 1, there was limited evidence of progress on workforce diversity.
- Impacts on individuals and communities were described as including skills development, increasing participation in sports from diverse communities, increasing participation in Arts, developing educational resources and facilitating connections between communities.
- Sustainability of funded projects varied. Most interview participants had plans to apply for funding to sustain their activities, while three of the seven survey

respondents reported their project has come to an end. Despite this, strand 2 participants described a range of activities that will continue beyond the funding as well as plans for future projects.

7.4.1 Achievement of ArWAP goals

As outlined in Table 2, strand 2 projects made contributions to all of the ArWAP goals, but not necessarily all of the actions. Please see Appendix 7 for a full breakdown of strand 2 goals and actions. Compared with strand 1, most projects did not express activities accurately against goals and actions. Goals and actions were often re-worded or adapted, which suggests that many organisations struggled to fit their activities to the ArWAP wording. For example, most organisations did not link their activities clearly to specific actions within a goal, e.g. they did not number the action or state the correct wording of the action. Most organisations stated a goal and then wrote descriptions of their activities in their own words, but in most cases it was clear which action these activities linked to. Consequently, it was a time-consuming task for the research team to link project activities to actions. In future, it might help if projects are able to report their goals and actions on a form (as suggested by an interview participant).

Some re-wrote goals to fit with their activities, particularly strand 2 organisations wanting to include activities in goal 1 and 2, where goals and actions were worded to suit internal activities by arms-length bodies. For example, re-wording goal 1 to: 'Establishing Inclusive and Anti-Racist Work Environments', which increases the scope of Goal 1 beyond the internal actions of arms-length bodies'. Other examples of changes in wording to broaden the goal include "Theme 1: Leadership. Goal: to increase diversity in leadership roles in the sector", or "Goal (2): To ensure funding programmes promote equity and inclusion".

Other examples include:

- Some wrote their own goal headings when describing project activity, e.g. "Promoting Inclusion and Engagement; Creating Shared Identity and reducing Stigma; Challenging Stereotypes and Fostering Equity; Promoting Cultural Understanding and Freedom of Expression" (in this case, two of the listed goals did correspond with original goals).

- One organisation blended two goals together under one heading, 'Embedding Multilingual and Accessible Practice' in order to include in one place everything they do to make their event more inclusive.
- Similarly, another organisation blended goals to express what they wanted to say, i.e. using the heading 'Expanding Access and Representation' to combine the outcomes of reverse mentoring, namely on representation in the sector and more inclusive cultural spaces, into one goal, as both are linked.
- One organisation reported one activity across three goals, i.e. a celebration of a hidden history across Celebrating Cultural Diversity, the Historical Narrative, and Learning About Cultural Diversity], presumably as it was easier than reporting the activity under the separate goals and actions, as the activity was holistic across these goals.

7.4.2 Achievement of Key Performance Indicators



12 had achieved their KPIs

However, projects not meeting their KPIs did achieve most of them; it was a case of just missing one KPI.

Out of the 16 strand 2 organisations submitting their reports

It should be noted that comparing KPI project performance is misleading as self-defined KPIs varied considerably. For example, KPIs ranged from the functional (e.g. employing a project manager), the operational (e.g. delivering some workshops, with no reference to quality) or the strategic, especially in the case of projects carried out across multiple sites. In one case the KPI was working towards advising wider sector activity. In another case, a target was not met as only one of several sites involved in the project did not work with a Black, Asian or minority ethnic community organisation as a co-creation partner. In another case, only half of leaders across 40 sites completed an online anti-racist training course. In short, there were some projects that did not meet all their KPIs who had achieved more than some projects that had met all KPIs.



2 projects highlighted that although they had met their KPIs there was a lot more work to do

Again, these were strategic aims such as engaging cultural service leads in Wales to develop more inclusive programmes, or building future capacity across the grassroots sector.

7.4.3 Achievement of PfG Commitments

- Eight organisations reported that they had addressed PfG Commitments (PfGs) relating to their sector, e.g. at least one PfG commitment. Five of these were Sports organisations. Six culture and heritage projects highlighted that they still had work to do, e.g. that they have made ‘contributions’, ‘significant contributions’ or ‘made a start’ towards a PfG commitment.
- It should be noted that the Sports PfG commitments might be easier to address than the two culture and heritage PfG commitments. For example, the Sports PfG commitment requires projects to ‘promote’ equal access to Sports, while the two culture and heritage PfG commitments require projects to ‘ensure’ progress has taken place, e.g. more investment in museums, and ‘ensure’ that Black, Asian or minority ethnic histories are properly reflected.
- Two didn’t answer the question. In one case the activity of the project seems to have been making good progress towards PfG commitment 1 and 2. The other might have struggled to fit their craft activity to a PfG commitment

7.4.4 Culture, heritage and sport spaces

According to one Welsh Government employee, while strand 1 was largely delivering on its outputs, strand 2 was more of a ‘mixed picture’.

“For strand 2, I think it's a little bit more of a mix sort of picture. I think there are some organisations that are really delivering quite effectively, and the outcomes are really evident, but there are some where it's still quite vague and we're in Year Three.” - Welsh Government, ID2

Strand 2 interview participants (9 in all) described outcomes at different stages along the journey towards encouraging inclusivity in Cultural, Heritage and Sports spaces (which is reflected in the EoP reports). These ranged from:

- Activities to increase participation or influence inclusion further down the line, such as training, strategy building, and opening access to diverse historical resources and supporting people in the early stages of participation.
- Activities that have started to bear fruit (or already bearing fruit) in encouraging diverse communities into the culture, heritage and sports spaces, e.g. activities prompting organisations to be more inclusive, encouraging engagement in sports through capacity building, supporting grassroots organisations to access opportunities, and community-centred projects that have brought communities together, with potentially multiple impacts.

Below outlines progress in both of these aspects, drawing on interview and EoP reports, highlighting key thematic areas of work.

7.4.5 Activities to increase participation further down the line

7.4.5.1 Addressing barriers to participation

One project has published an online research guide to promote the study of minority ethnic history from their organisation's archives, including resources available to researchers, examples of records available in the archives and a glossary of terms to search documents that are over a hundred years old, as these documents would have used different terms to describe people from ethnic minority backgrounds. The project mainly used volunteers to test the search terms. People are beginning to use the resource, and through this process, the project's vision is that this will raise awareness that Wales has had a diverse population for a long time.

"Well, we actually we achieved what we wanted to do. So, we created a guide and we published it on our website. We've disseminated, made it accessible. We've had people coming back to us congratulating us on the guide, making use of the guide. And so yeah, that's been brilliant seeing people actually say, "Oh, this is a brilliant piece of work. Thank you for putting it together. We are going to use it, or I am using it." Strand 2 grantee, ID4

Research to inform future strategies to encourage Black, Asian or minority ethnic people to participate in artistic activities. A theatre company for neurodiverse audiences explored barriers to artistic engagement of neurodiverse Black, Asian or minority ethnic artists generally. This involved research discussion groups with Black, Asian or minority ethnic neurodiverse artists struggling to network in the field of music. The project passed findings from round table discussions to industry professionals who want to engage a more diverse community.

This project also included a writers' retreat to enable Black, Asian or minority ethnic neurodivergent writers to connect and develop their talent in a safe space. The course was for people who were isolated and struggled to leave their house, and was tailored to their needs through discussion.

“We, the writers, we didn't just design the retreat for them. We included them. We asked who they would like to be the facilitators, what they would like to get out of the week, you know. So actually their voices were heard and we tailored it to them. And what their needs were rather than just assuming so at every point we've tried to do that.” Strand 2 grantee, ID22

7.4.5.2 Reflecting diversity

Highlighting connections to colonialism. This was reported by a strand 2 survey respondent who outlined that approaches to inclusive interpretation have been identified and several have taken steps to engaging with minority groups to co-create permanent change. Another strand 2 survey respondent echoed this outcome reporting that museum collections have presented greater diversity in Black, Asian or minority ethnic community perspectives and stories.

7.4.5.3 Awareness raising and education

Equality and Diversity training tailored for a theatre's disabled and neurodiverse clientele, which went down well with participants and will be rolled out more widely in the organisation, and in Wales and beyond in future.

Training of museum educators to encourage access to public spaces/decolonise public spaces. One project delivered training to museum educators on how to make their museums more inclusive and welcoming to ethnic minorities and embrace a

broader history around objects in Welsh museums. This participant thought the project met its aim of deepening museum educators' understanding of the ArWAP, but the eventual impact is longer-term as the learning has yet to be embedded in practice. Feedback has been encouraging from practitioners, e.g. that attendees feel more confident about linking their provision to the ArWAP. A strand 2 project also identified this as an outcome, quoting:

“New perspectives and experiences were embedded in museum activities, collections and programming and offered to all – again quite different in each place. In one museum there was clear evidence of links between the changes as a result of the project and the wider organisation of which the museum was part.” Strand 2 grantee, survey respondent 11

Anti-racism training for ‘White’ sport coaches. Only half of leaders across 40 sites had completed an online anti-racist training course by the time of the report. The project had encountered some resistance in getting ‘White’ coaches to buy into the training as they didn’t see the value of it. This organisation is continuing to work on this challenge.

7.4.6 Activities that have started to bear fruit in encouraging diverse communities into the culture, heritage and sports space

7.4.6.1 Reflecting diversity

A community-based project has brought a community together through the investigation of its own history and produced a range of outputs, including contributing to the diversification of historical records, building awareness and understanding of diverse community groups through exhibition of project findings, skills development, and fostering wellbeing and pride in communities. This project, run by a grassroots organisation, researched and revealed hidden histories of 12 servicemen from the Royal Indian Army Service Corps (RIASC) who were evacuated from Dunkirk in WW2 and came to live in Wales.

Another strand 2 project also created films of oral histories of ethnic minority people who moved to Wales in the last 200 years, followed by a touring exhibition of North Wales, and a website, to share the project and build awareness of the experiences of

Black, Asian or minority ethnic people. This project also included an activity to enable an understanding of the experiences of asylum seekers and refugees. The project included craft workshops with Ukrainian refugees, where they made ‘Stitch Stories’, of their experiences, which were included in the touring exhibitions.

“We had some brilliant, brilliant workshops with the Ukrainian refugees, really good and they're really into, I didn't know this, but they're really into their sort of needlework and that sort of thing. And they produce the most brilliant work.”

Strand 2 grantee, ID26

7.4.6.2 Addressing barriers to participation

A reverse mentoring project recruited 30 Black, Asian and minority ethnic people to visit arts, music and performance venues to share their lived experiences of racism and feelings of exclusion from culture and heritage spaces with chief executives, senior directors and policy leads. An interview participant described how reverse mentoring has made a start in encouraging Black, Asian or minority ethnic audiences into the culture and heritage space.

For example, the hard work of a reverse mentor at a gallery in Swansea led to changes being made quickly, including holding an exhibition of Black photographers in the gallery, inviting Black, Asian or minority ethnic musicians to hold afternoon recitals at the gallery, hosting high-level performances with Black artists like Famoudou Konate from Guinea – which was well-received and attended, and hosting a Black History end of year party with some of the grantee’s Black History artists at the end of 2024. The participant also provided two other similar examples.

“At first this organisation said they hadn’t even heard of the ArWAP but she worked hard with them, focussing on telling her ordinary story, e.g. that she lives in Swansea but has never turned left to walk into their venue because the venue projects the aura of being just for White people. The organisation were very receptive, and said, “We are not exclusionary. We just don't know what to do to make ethnic minority groups feel welcome. We just need help. We just never thought about the issue and thank you for opening our eyes. “Teach us, work with us. We want to learn. We want to be different. We want to be inclusive.” Strand 2 grantee, ID24

Another way in which projects have been able to reduce barriers to participation is through increased awareness of those barriers. For example, some strand 2 leads interviewed identified unexpected outcomes in relation to improved understanding as a result of their funded projects, including:

- Understanding the needs of the participants, e.g. timing the games so players and spectators do not miss prayer times. As a result, the project converted one of the changing rooms to a multi-faith room which was used regularly by the players and spectators.
- Discovering the complexity of working with diverse and underrepresented groups, e.g. sensory overload in busy environments, accessibility issues in venues, and the need for one-to-one support, which were common barriers for participants.

7.4.6.3 Capacity building

One project focussed on launching tennis programmes within diverse communities, e.g. at mosques, rather than people having to pay for travel expenses and court hire.

“So that that is the premise behind [name of ArWAP project]. Basically it's taking tennis to communities and removing all the barriers so they haven't got to go to parks or clubs.” Strand 2 Grantee, ID25

The project supplied community groups with free equipment and free training to deliver weekly sessions, and also to encourage more coaches of colour and role models in the community.

“I often say to these kids, “If you can't see it, you can't be it”. And if there's no coaches of colour, they've got no role models and they don't. They'll never think tennis is for them. So that was the premise behind wanting to do a free Level One coaching course so that we can get more coaches from diverse backgrounds on court and naturally, you know, they'll have more people attending from those communities.” Strand 2 grantee, ID25

Another project was focused on building capacity for grassroots organisations to run projects and apply for funding. The project was run by a community cohesion team at a Local Authority who supported twenty-eight grassroots organisations via a regional

hub to devise and deliver projects (e.g. providing skill sets they might need, such as project management), sharing a large pot of strand 2 funding across the grassroots organisations. If there wasn't enough funding in 'the pot' for every idea proposed at the regional hub, the team also helped organisations to apply for other funding. The idea for the project stemmed from the community cohesion team finding out about the frustrations grassroots groups face in gaining funding. Frustrations included larger organisations with the same focus of work winning the funding, or grassroots groups being engaged to work on a project but not being able to run it themselves.

According to the overall project lead from the local authority, the regional hub has empowered grassroots organisations to run projects and have the confidence to apply for funding.

“What one lady said: I'm so happy it's kind of like a family. I'd be scared to go and do all these things if we weren't all together.” Strand 2 grantee, ID23

7.4.7 Organisational change

All seven of the organisations who responded to the survey believed that they operated in an anti-racist way prior to the project, to either some extent (3) or to a great extent (4). Of the interview participants, two organisations were already established in promoting anti-racism prior to the project, and were led by people of colour, with a diverse workforce.

Despite survey respondents feeling they were already working in an anti-racist way, four of the seven reported attitudinal shifts towards anti-racism since receiving funding. This indicates that while some organisations believe they are already established in promoting anti-racism, they nonetheless report positive change further towards anti-racism. Organisations that reported no change were two minority-led organisations who believed they were already working at this level.

“We're an anti-racism educational charity so already incorporate anti-racism as a core value into everything we do.” Strand 2 grantee, survey respondent 18

7.4.7.1 Impact on organisational priorities

Evidence was found in the EoP reports of some organisations reviewing their organisational priorities as a result of the funding:

- One museum sector organisation was planning to commission a review of anti-racism across the sector. They also planned to draw on the National Lottery Heritage Fund's Safe Access Project - an inclusion-focused project - to inform future activities.
- Another organisation is working towards Diverse Cymru's Cultural Competence accreditation, which is a toolkit to ensure businesses are properly supporting a diverse workforce. This training is now mandatory for all staff and Trustees. Additionally, the organisation has a strategic Equalities Policy and Action Plan – actions and progress are monitored and discussed at team meetings and at board meetings. It should be noted that prior to the project, this organisation already had a strong focus on inclusion, i.e. a focus on disabled and neurodivergent clients and participants.

7.4.7.2 Impact on workforce diversity

Some evidence was found (in both interviews and EoP reports) of organisations making steps towards greater diversity and inclusion at the board level.

- One organisation who were aware of their lack of diversity prior to the project, e.g. an all- White board, now had 3 new board members from the Black, Asian or minority ethnic community, although this participant highlighted that lack of vacancies on a Board can delay efforts to make a Board more inclusive.
- Another organisation had recently brought on board a new trustee from an ethnic minority background. Furthermore, their EDI plan for 2025 and 2026 is going to focus on training and workshops to increase knowledge and understanding of diverse communities playing sport, e.g. that people might get tired when playing sports during Ramadan.
- One organisation aiming to increase access to Arts and Culture reported that, as a direct result of the project, a director of a collaborative organisation had joined their board as a Trustee. Furthermore, the organisation were currently recruiting Trustees to join the Board, ensuring that a diverse range of voices and lived experience is a priority.

- According to one project, the impact of their anti-racist training for Board members in three Welsh National Sports Bodies has been significant, e.g. 'igniting a cultural shift' and sparking conversations about racism that were previously avoided or dismissed'. However, the language used suggests that work is in its early stages.

7.4.7.3 Impact on future ways of working

Analysis of the EoP reports identified that some organisations had developed more inclusive ways of working as a result of the funded project, including:

- Identifying gaps in archive collections, with plans to address these gaps.
- Archivists learning how to use more inclusive language in archive descriptions.
- Front of house visitor teams gaining more knowledge and confidence in how to embed anti- racism when welcoming visitors.
- Managers and curators gaining more knowledge and confidence about how to move forward with making their collections more inclusive and decolonising their collections.
- A sports National Governing Body promoting coaching as a career for individuals from non-traditional and diverse communities.

7.4.7.4 Relationships with communities

As with strand 1, a key impact on organisations in strand 2 has been improved relationships with community organisations (while recognising this is not as relevant to all projects in this strand).

According to one interview participant, their project's biggest success has been building meaningful relationships with community groups and community leaders across Wales that, in time, will help the organisation achieve their vision of tennis being opened up to diverse communities.

Several of the survey respondents echoed this increase in creating local connections, however one grantee expressed a degree of realism with regard to how cemented these will remain.

“Museums had built stronger and ethical reciprocal relationships with GM [Global Majority] communities although it is too soon to judge whether these are sustained.” Strand 2 grantee, survey respondent 11

“We engaged with a range of community groups, including Deaf, people with disabilities⁴ and refugees and asylum seekers.” Strand 2 grantee, survey respondent 2

Another survey participant identified improved relationships with communities as an unexpected outcome of their project. They described establishing a new exhibition that was created due to one of the people being involved in a carnival archive project. This was felt to have impacted not only on local communities but has opened the door to future partnerships.

7.4.8 Capacity building

Strand 2 grantees ranged from large through to smaller grassroots organisations. For the smaller organisations who took part in interviews, some described an impact on capacity.

For example, one grassroots organisation, already established as a platform for anti-racism, reported that strand 2 funding had been transformational in building their capacity as a research body, e.g. through refining their research processes and training a large team of volunteers in research skills. Furthermore, through developing very good relationships with larger organisations during the project, they had accessed support with resources, expertise and experience. For example, from universities, The National Library of Wales and Glamorgan Archives, and they hope to do so in future.

Another organisation reported that strand 2 funding had enabled them to consolidate their resources, e.g. documents and records, which will make documents more accessible to users, e.g. make it easier to signpost people to the resources.

One project has empowered grassroots hub members with the confidence to work on their own projects.

⁴ Welsh Government subscribe to the social model of disability and would therefore refer to ‘disabled people’.

“You know, and it gives them the power. So, you know, they come to the meeting once a month and then they'll go away and they'll be like, “I can do it. I can. I can apply for this money,” or they might talk about risk assessments or reporting.” Strand 2 beneficiary, ID23

Capacity building was also identified in EoP reports, with organisations crediting the funding with supporting them to build networks with communities and other local organisations:

- A number of organisations valued the development of connections with local communities, e.g. being able to draw on their knowledge, although one highlighted the need for earlier community engagement to shape a project approach.
- Others had built more links with their sector through the project, e.g. established valuable connections with Sport National Governing Bodies.

Other EoP reports identified increased exposure and reach as a result of the funding. Three projects valued that the project had extended their reach and raised their profile due to the funding and increased partnership work. One organisation interviewed had already benefitted from increased exposure through the project; they were now seen as a go-to place for anti-racism training.

7.4.9 Impact on individuals, communities and wider society

Section 7.7 presents feedback from people who took part in some of the funded projects. The information presented below is gathered from interviews and EoP reports and is therefore based on the perspectives of funded projects. These impacts may not reflect the perspectives of those who took part.

7.4.9.1 Skills development

This included research skills for Black, Asian or minority ethnic community researchers working on diversifying records, tennis coaching for coaches from diverse communities, writing workshops for Black, Asian or minority ethnic community neurodivergent participants, all which could potentially lead to work in the sector, or continuing engagement in similar activities.

7.4.9.2 Increasing participation in sports from diverse communities.

EoP reports suggested that funded activities had resulted in increased participation in sport for some communities, including:

- A project creating a football league for a wide range of community groups, e.g. an Afghan football team.
- A project attracting women into sport which has increased participation by women and girls at their organisation by 80%. The report also highlights the impact of sports participation on increased confidence and mental health.
- A tennis project that has opened doors for communities to get involved in tennis, along with making new friendship groups.

7.4.9.3 Increased participation in Arts activities.

Similarly, EoP reports suggested that funded activities had resulted in increased participation in arts activities, including:

- Free access to craft activities for communities with no opportunity to get together for craft activities. This has provided opportunities for people to express their creativity, heritage, language and cultural identity and creations from the project have been exhibited. Furthermore, the group is continuing to meet. The report also highlights the additional wellbeing benefits of opportunities to socialise, enjoyment, relaxation and therapy through sharing personal stories.
- Engaging participants in carnival activities. For example, community workshops engaging participants in designing carnival costumes, floats, and performances. According to the report, Cardiff's local Black, Asian or minority ethnic communities, including refugees, asylum seekers, and multi-generational families in Butetown and surrounding areas, were actively involved.

7.4.9.4 Developing education resources.

One carnival project also developed resources for schools to embed Black, Asian or minority ethnic histories in Welsh education, and schools across Cardiff and South

Wales have committed to using these resources in future curricula. Furthermore, the Butetown Carnival Archive is an ongoing educational tool used in schools and cultural institutions.

7.4.9.5 Facilitating connections between communities

This was achieved through various projects, including:

- One community-based historical research project enabled volunteers (through research training) to take ownership of their history and heritage and gain a sense of pride from it, i.e. when researching and documenting the contributions of their ancestors. Revealed histories also challenged stereotypes and misconceptions about Black, Asian or minority ethnic communities by presenting their contributions in an accurate and undistorted manner. Furthermore, the project highlighted the role that South Asian communities have played in shaping Wales's history.
- Another project involved young people from diverse communities collecting oral histories, which led to an exhibition displaying what the young people wanted people to know about Grangetown and the communities that live there.
- A community carnival celebrated Wales-African connections, fostered cultural pride and achieved wide engagement in the wider community. For example, the carnival attracted over 600 active participants engaged in workshops, performances, and carnival-related activities across Cardiff and Wales. Carnival attendance exceeded 3,000 daily attendees, and media coverage achieved high engagement, e.g. 47k views.

7.4.10 Sustainability and legacy

Most interview participants were thinking about applying for funding to sustain project activities e.g. to continue touring an exhibition, continue activities at the same level such as supporting grassroots organisations, sustaining sporting activities and reverse mentoring. One participant reported a need for funding to meet the demand for reverse mentoring from organisations who have heard about the benefits since the project. Unfortunately, three of the seven survey respondents indicated that they have not continued the project beyond their grant term due to the following reasons:

1. The funding supported other museums to work towards anti-racism and decolonisation and it is now down to them to move this work forwards perhaps through seeking funding themselves. However, the work that has been done will, hopefully, remain in place beyond the ArWAP funding.
2. Funding is required to continue delivering professional learning to the wider sector.

However, one organisation has received further funding from Welsh Government to create school resources based on their project's work to enable access to their records, e.g. create a resource focussing on Black history in Wales to meet their needs of the New Curriculum.

Given that strand 2 projects recruited a number of people to work on funded project, the evaluation sought to understand if they had continued in their posts beyond the life of the project:

- Two project leads were permanent employees of their own organisations, i.e. established employees prior to the project.
- Some organisations were looking for funding to continue project roles: Three organisations were trying to continue the employment of project managers and other project staff at the time of the interview, e.g. through looking for funding to extend the role, e.g. from the Arts Council or from National Lottery funding to extend the project.
- One organisation was unable to continue project roles: One organisation was unable to extend their community project manager's role due to financial constraints but this person moved to a similar role at another organisation.

See Appendix 4 for an overview of project activities that will continue beyond the funding and future plans.

7.5 The impact of Anti-racist Training in Strands 1 and 2

7.5.1 Main Findings



- The majority of respondents felt the training was relevant to their work and felt the training had helped to positively change personal attitudes toward anti-racism.
- Seven of the respondents said they had made changes as a result of the training, but the majority felt they needed more time as the training had happened recently.
- 14 of the participants described future plans in their organisation to implement antiracist practices

As reported throughout this section, several projects in strands 1 and 2 (from the review of projects, 10 in total) involved training or support on anti-racism as part of their funding. When designing the evaluation, the team aimed to explore how staff experienced the training or support and the impact they felt it had had.

An online survey was created and shared with the project leads in strands 1 and 2, who were asked to disseminate to people who had received training or support as part of the funded project. A total of 18 responses to the survey were received over a 4 week period.

7.5.2 About the participants

Most respondents to the survey were in a mid-level (manager, senior manager) or senior leadership (director, head of department) role. All recalled receiving training, mentorship or another form of support about anti-racism within the last 18 months at the time the survey went out. Two thirds of the respondents had their most recent training and / or support within the last month at the time of completing the survey. Out of the 18 respondents, 16 knew the training or support was being delivered from the funding through the culture, heritage and sports Anti-Racist Wales Action Plan (ArWAP) Grants Programme.

7.5.3 Training/support received

Training and / or support was received either online or in person, one respondent received mentorship remotely. Two fifths of the respondents said that the training and / support was provided on a one off basis, whilst the remaining received training and / or support over a period of 2 to more sessions (see Table 3).

Table 7 - Frequency of anti-racist training or support

| | Count | % |
|--------------------------------|-----------|-------------|
| One off | 8 | 44% |
| 2-5 sessions/instances | 6 | 33% |
| More than 5 sessions/instances | 4 | 22% |
| Total | 18 | 100% |

When asked to reflect on what the training and / or support covered, respondents said that the focus was on different aspects of racism.

- Four of the eighteen respondents stated that the sessions were specifically tailored for public libraries in Wales.
- That sessions covered a range of topics including the context of anti-racism, terminology, types of racism, White privilege, White saviourism, intersectionality, implicit bias, microaggressions, and racism in various settings such as the workplace.
- That the sessions were followed by a tutorial to dig deeper into the subject matter. They felt the training was aimed to provide practical knowledge and tools to address racism and promote anti-racist practices in libraries.

7.5.4 Views on the training/support

Respondents were asked to think about before they received training and / or support and to what extent they felt their organisation operated in an anti-racist way¹. Around

two thirds felt their organisation operated in an anti-racist way ‘to some extent’ (Table 4).

Table 8 - Perception of organisational anti-racism from Group 1 survey respondents

| | Count | % |
|-------------------|-----------|-------------|
| To a great extent | 4 | 22% |
| To some extent | 12 | 67% |
| Very little | 1 | 6% |
| Not at all | 0 | 0% |
| Don't know | 1 | 6% |
| Total | 18 | 100% |

Eight out of ten respondents felt the training was relevant to their work. Of this, eight respondents provided further insight as to why they felt the training was relevant. Respondents felt the training was tailored to their areas of work i.e. libraries and provided practical advice. The use of case studies, creative ideas, and examples from business and sport helped illustrate key points. The training covered a wide range of materials and topics, cataloguing, and community engagement. Although some examples seemed unlikely to occur in certain areas, respondents appreciated their inclusion for the future.

“Very relevant as it related to libraries specifically and gave practical advice and empowered us to be able to make such decisions and relate them to our roles/organisations.” Group 1 survey respondent, ID50

Most were satisfied with the training and / or support they received. Eight of the respondents provided further insight as to why they were satisfied with the training. Respondents felt the train-the-trainer model was effective for rolling out the training and respondents mentioned how knowledgeable the facilitators were. However, some

participants felt the workshops were too long and lacked practical help, but did offer good opportunities for discussion.

“The training was very interesting and thought provoking and the trainers were knowledgeable and experienced. The workshops were 3.5 hrs long (inc. 15 min break), which I think was a bit too long.” Group 1 survey respondent, ID46

“Overall satisfied with the content, but it meant putting a lot of time into the subject with not much guidance on how to convey the message to staff following the training.” Group 1 survey respondent, ID38

7.5.5 Changes as a result of the training

Eight in ten respondents felt that the training and / or support helped positively change their personal attitudes towards anti-racism and two fifths felt there has been a shift within their organisation (Table 5). Reflecting on what respondents felt attributed to this change, the key attributes were:

- Better understanding of issues

“I hadn't thought about the contribution of cataloguing systems to racism. I had never really thought about how our stock policy could be racist. The training made me think about how there could be a lot of hidden barriers within the library sector for people of colour, including for example lack of diversity in our stock and barriers to applying for jobs. It made me think that perhaps libraries are not quite as inclusive as I had thought they were.” Group 1 survey respondent, ID46

- The quality of the training and encouraging discussion “High quality training and a forum that encouraged discussion/debate.”

**Table 9 - Personal and organisational attitudinal shifts towards anti-racism
Group 1 survey respondents**

| | Count: with you? | Percentage: with you? | Count: within your organisation? | Percentage: within your organisation? |
|-------------------|---------------------|--------------------------|--|---|
| To a great extent | 4 | 22% | 0 | 0% |
| To some extent | 11 | 61% | 8 | 44% |
| Very little | 3 | 17% | 3 | 17% |
| Not at all | 0 | 0% | 0 | 0% |
| Don't know | 0 | 0% | 7 | 39% |
| Total | 18 | 100% | 18 | 100% |

Seven of the respondents said they had made a change as a result of receiving this training or support. When asked if their organisations had made any specific changes only one respondent said that they had, but that these changes would have been made regardless of the training or support received. Ten of the respondents were unsure whether their organisation had made changes, with responses indicating that they had not long had the training / support and that changes would may be implemented soon, or that it had cemented what they were already doing:

“It's early days. I think it will result in changes. At this stage, I think we would look more carefully at policies and procedures through a different lens. We will also be following up the training with additional support such as how to challenge in the moment/active bystander training etc to better equip people in putting the actions into practice.” Group 1 survey respondent, ID19

7.5.6 Plans for the future

Fourteen of the respondents said their organisation had plans to implement future strategies to become an antiracist organisation; with the remaining four being unsure. Nine respondents provided insight into what these plans were:

Roll out the training / pass on the training to all staff and ongoing training for relevance:

“Training will be rolled out. Discussions need to be had within our leadership team to make it something all are aware of.” Group 1 survey respondent, ID50

A review of policies, strategies e.g. recruitment, funding etc:

“HR recruitment reviews, ongoing training, changes to structures around funding.” Group 1 survey respondent, ID25

A change in community engagement:

“Evaluate our displays- are we restricting books by Black authors to Black History Month displays for example. Reach out to the community to incorporate other cultures into our activities and events.” Group 1 survey respondent, ID40

7.6 Strand 3 Outcomes

7.6.1 Main Findings:



- Strand 3 projects described impacts on their organisations in two key ways, including increased reach and exposure and increased capacity.
- Impacts on individuals included; skills development, talent development; opportunities to connect with local communities

for newly arrived people in Wales; support with physical and mental well-being and fostering a sense of pride in their cultural identity.

- Impacts at the community level were described as increased awareness and understanding of diverse communities which was achieved through; performances, publications (by community groups), bringing communities together through activities, creating safe spaces where communities can share pride in their culture, revealing hidden histories, enabling an understanding of the experience of asylum seekers and refugees and through revealing hidden communities.
- Projects were also described as contributing to impact at a wider community level, through increasing awareness of cultures in other Welsh communities and encouraging other communities to take part in events.
- Sustainability of the strand 3 projects varied. While some could continue as they had done, or even on a larger scale, others had come to an end, and the majority required additional funding to continue.

Because strand 3 projects are all grassroots community organisations this section does not report on 'culture and heritage' spaces. Instead, the contribution of strand 3 to helping communities develop or maintain culture and heritage spaces will be discussed in relation to the impact on individuals, communities and wider society.

7.6.2 Organisational change

Strand 3 organisations were almost exclusively run by people from Black, Asian or minority ethnic communities as they were usually supporting their specific ethnic

community. However, participants describe how strand 3 funding has brought about organisational changes in the following ways:

7.6.2.1 Enabling increased exposure and reach

An organisation whose project commissioned a choreography for performance has increased their profile in the performing arts sector as they are now known as an organisation that commissions dance works of art. A magazine usually published online achieved a much wider reach due to funding for printed copies. A choir has increased their profile in the community as funding enabled the choir to perform further afield than they usually do.

“A charity from Swansea wanted us to come and do a performance for their fundraising event. So that so that was that. So that kind of opened up that door of collaboration because they heard that we were a group that were involved in Welsh singing. That they found out about us and wanted us to come.” Strand 3 grantee, Round 1, ID38

One project managed to raise its profile to the extent that is going to be a key partner for The Ed Sheeran Foundation.

“We’ve just been identified as a key Welsh partner for Ed Sheeran. So, they found out so, you know, I suppose you put quality out there, it does get recognised. So, eventually those the things that we’re able to do with those acts did raise our profile.” Strand 3 grantee, Round 1 Large, ID36

7.6.2.2 Capacity building

Funding has supported organisations to develop their capacity. For example, one project explained how funding had helped kick-start a specific project they had planned for a while but hadn’t got round to, i.e. setting up a group to plan a joint events programme, formed of members of several community groups that usually run separate activities at the centre.

Another project trained two volunteer Choir Facilitators in Arts Management, which also meant that the choir could be led by people with lived experience, when previously they had been led by White members.

“Very much our priority as an organisation as we've developed is that people with lived experience like [names of the two facilitators] lead the sessions and facilitate the sessions. I mean when we first set up, it's tended to be, it was led very much, very sort of White, very middle class. I mean, yeah. And so it's more recognising the strengths and developing the strengths of the people who the project is set up to benefit.” Strand 3 grantee, Round 1 Large, ID43

Furthermore, Round 2 Capital funding has helped organisations to maintain and further develop their activities. For example, projects who purchased items such as camcorders and media equipment have been able to use them to plan future activities. In some cases, this has motivated and enabled organisations to look for future projects, e.g. where purchased equipment will be useful.

“With the recording equipment, because there's like, we're thinking of other projects...So we're looking at future projects where we would use this equipment to record and having them handy is really helpful.” Strand 3 grantee, Round 1 Medium, Round 2 Capital, ID39

It is also important to note here that all of the strand 3 funded organisations who took part in the online survey said they were likely apply for funding in the future from both Diverse Cymru and Welsh Government.

7.6.2 Impact on individuals

According to project managers' accounts, strand 3 impacted on individuals taking part in activities in a range of ways including:

7.6.2.1 Skills development

Funded projects provided access to a wide range of skills development activities, including:

- Young people learning animation skills and gaining an understanding of potential career prospects in the film and TV industry.
- Year 6 primary school pupils learning media skills through hands-on film making activities, combined with developing awareness of unconscious bias in TV, film

and society. Pupils also gained insight into various roles involved in film and TV production with the aim of instigating interest in future careers.

- Hair-braiding skills for mums from 'White' backgrounds or dual heritage who needed help with managing their child's Afro hair, as they have never learned these skills from their parents.
- Upskilling of two choir facilitators in Arts Management, e.g. planning, organising and implementing community events and a festival, which has increased the capacity of the organisation going forward.
- Dressmaking skills for a group learning about clothing from their Nigerian heritage.

7.6.2.2 Talent development

In other projects, people were provided with opportunities to develop their talents. For example, nurturing Black musical artists through singing with a band, leading to performances at festivals. One project aimed to develop underrepresented artists and facilitate their entry into the music industry by creating and presenting a portfolio of high-quality music acts and releasing quality recordings.

The main impact for the artists was new quality music material and, for some, the first time they had released tracks. Also, the opportunity to perform with a band for the first time and the interest they have received since. Without this support, these artists may not have advanced outside of local performance platforms. Although it is too early to tell if the impact of the project brings greater benefits, the project aims to continue developing and collaborating with the artists to create new pathways for their work.

"I would say it was it was that the main thrust was getting Black artists with a band and then putting them on really good stages. That was just amazing. And they absolutely loved it. The artists are like, "Wow, we've, you know, we've made it". So yeah, that's got to be the overriding sense of the project was having the time to nurture that, to rehearse and get the quality up and then present them on big stages. You know, gold dust, yeah." Strand 3 grantee, Round 1 large, ID36

Another project commissioned a new dance piece created by artists with community groups. Project's beneficiaries also created solo pieces and group pieces. The commissioned work was performed at an outdoor dance festival.

7.6.2.3 Providing opportunities to connect with local communities for newly arrived people in Wales.

A number of interview participants reported positive engagement with, and reactions to, the opportunities for connection created by their projects:

- Monthly meetings at the Ewloe Social club to combat loneliness and isolation have become very popular among minority groups including asylum seekers.
- A diversity project celebrating cultural inclusivity through various activities, including a young people's podcast, reported that for many attendees at the Swansea Talent and Fashion Show, particularly those from asylum-seeker and refugee backgrounds, it was the first time they felt celebrated, represented, and embraced as part of a larger community. The show's vibrant and inclusive atmosphere left participants feeling a deep sense of pride and belonging.
- A choir welcomes people seeking sanctuary (its membership focusses on people seeking sanctuary) and aims to connect with the wider community through the medium of song, movement and conversation.
- A dance group made up of local Welsh residents and people who came to live in Wales has always welcomed people newly arrived in Wales, including asylum seekers or refugees, and a choir was set up to support people seeking sanctuary in Wales.

"Well, it has brought the community together, which is something. So, it has 20 people get together, roughly 20 people get together every week.....we've got a lovely group that is very supportive of each other in so many ways, which is lovely." Strand 3 grantee, Round 1 Medium, ID32

"And it's a way of sort of connecting and building community together through songs, song writing, dance and it's facilitated by people with lived experience and also non lived experience of seeking asylum." Strand 3 grantee Round 1 Large, ID43

7.6.2.4 Support with physical and mental wellbeing, along with combatting social isolation and fostering a sense of togetherness.

Addressing social isolation was an important feature of many of the projects in strand 3. End of project reports highlighted a range of activities to help bring people together, including:

- A project for Afro-Caribbean people aged 60+ including domino activities, entertainment and Caribbean cuisine to combat social isolation.
- A traditional dance project aimed at older adults to promote physical and mental stimulation, combat social isolation and boost confidence through exploring different traditional dance forms.
- Classes for Kurdish people which impacted on the mental wellbeing of both children and parents, especially asylum-seeking families.
- A project centred round 'Tea, Friendship and Wellbeing' through creating a safe space where women felt comfortable to talk about subjects as diverse as friendship, food, health, relationships, having children.
- A visit by Windrush Cymru Elders to Big Pit National Coal Museum which strengthened the sense of community and served as an antidote for isolation within the group, creating a supportive environment for conversation, laughter, and camaraderie.

Furthermore, EoP reports suggest that people who engaged with funded projects felt the benefit:

- African drumming: Participants repeatedly expressed a strong sense of belonging, accomplishment, and cultural enrichment.
- Romani young people working on activities in music, dance and arts engaged with professional spaces such as the Riverfront Theatre and worked with recording and production staff. This gave them 'newfound confidence', realising they were welcome in these spaces.
- Soel Connect's music workshops enhanced participant's mental and emotional well-being and fostered a strong sense of community and togetherness.

Furthermore, the song practices and vocal warm-ups brought joy and excitement.

7.6.2.5 Fostering a sense of pride in their cultural identity:

This was achieved in different ways, for example, through learning activities from their own cultures such as hair-braiding; music, dance and arts workshops, and celebrating their culture in a public space, e.g. at performances and festivals.

“I think the lesson legacy is the education that we've instilled even in the minds of the little ones, you know, the younger ones maybe, you know most of them maybe were born in this country and they never experienced or understood their heritage or the importance of their hair as a person, especially for if you're a woman, you know. So, I think that is something that they would remember and feel connected back to their roots and about how important it is for them.”

Strand 3, Round 2 Small Grantee, ID34

7.6.3 Impacts on communities

Furthermore, according to project managers, project activities have enabled increased awareness and understanding of diverse community groups (both within community activities and, potentially, with wider society) through cultural sharing, inter-connection and sharing histories and experiences in the following ways:

7.6.3.1 Through performances

Of artforms (such as dance, singing and bands) from a wide range of different cultures, including:

- The Reggae and Riddim Festival - a celebration of Caribbean culture, music, and dance, with a focus on education, creativity, and community engagement – was attended by 8,000 visitors. Culture grant funding supported and enhanced this bi-annual event.
- A choir for people seeking sanctuary's live performances have given a voice to the community and promoting greater empathy and understanding of the issues they face. Funding has enabled the choir to widen their performing reach.

- A project's young, Black musical artists performing at Immersed Festival where 1,000 tickets were sold.

Project leads describe these events as being well received by public audiences (and anecdotal evidence suggests they have been well attended) and have led to requests for the groups to perform wider afield for other people.

“It was a success is like seeing people, the Community people, be happy. You know, I remember a lady who said, “Will you be having this every time like every month?” So, she really enjoyed herself. It was a success to us that we make people happy and people enjoying themselves”. Strand 3 grantee, Round 1 Large, ID43

One Diverse Cymru participant described the reaction (and diversity) of an audience at a showcase event.

“So, they were able to put this huge showcase on where we had an evening of different, you know, different showcases, different so poems you had dances you had so you can name it all right. But when I looked around in the audience, the audience was diverse, so you didn't just have people from ethnic minority or Global Majority. It was people from all different backgrounds, ages and really enjoying the show, really engaging in the show.” Diverse Cymru ID8

7.6.3.2 Through publications by community groups

Funding paid for one project to print and share their regular magazine (usually published online). This was shared with and bought by the Polish, Welsh and English Community in Cardiff and sold all 1000 copies. The project credits the magazine's success to the physical printing, e.g. it's there on the table and people will look at it.

It's something that you can show them pass to them. You can send the link but when you send the link, “Oh, okay, we'll click, have a look later. But when there's a physical magazine which is on the table so always someone will have a look. Strand 3 grantee, Round 2 Small, ID27

Another example includes a project which celebrated Bangladeshi culinary heritage in Wales by creating a cookbook showcasing traditional family recipes passed down

through generations, which was launched in the local community and has attracted interest more widely via social media.

7.6.3.3 Through bringing communities together through activities and exchanging cultures

A variety of funded projects created opportunities for communities to come together, including:

- An Iberian dance project shares their dances with the local community during their performances, which helps to overcome any negative stereotypes about their ethnic group.
- One project creates a platform for cultural exchange between Welsh and the Somali communities through cultural workshops, storytelling sessions, and educational events that highlight both communities' traditions and histories.
- A multicultural choir brings members from different communities together to encourage friendship and the sharing of musical traditions. They sing songs from Wales, England, Finland, South Africa, Lesotho and Lebanon.
- A diversity project described how the Swansea Talent and Fashion Show showcased the rich tapestry of cultures and talents that make up Swansea's multicultural community.
- A Black-led choir blends African musical traditions with Welsh choral music, fostering a sense of belonging in its members through the universal language of music:

“For someone like myself, I had nothing to do with the Welsh language whatsoever, even though I lived in Wales for a long time, until I began to sing in Welsh, so I'll say the funding has helped to introduce Black Ethnic Minority people to the Welsh language at the basic level and it is something that we intend to continue to do as a group with a way out funding because we now love to sing in Welsh. And we now love to combine both use Welsh singing with contemporary singing, gospel singing and African sounds.” Strand 3 grantee, Round 1 large, Round 2 Capital, ID38

7.6.3.4 Through creating safe spaces where communities can share pride in their culture

This was an important feature of many projects and involved a variety of activities, including:

- A series of monthly creative seminars featuring a Muslim industry expert who shares insights and experiences from their field has provided a platform where attendees connect, learn, and feel inspired, and feel welcomed and valued.
- A Romani project for Roma youth exploring Roma Arts and Music has facilitated intergenerational work where young people have learned from elders and vice versa.
- For members of the local Caribbean community, the 'Reggae and Riddim festival' was an opportunity to see their culture celebrated and acknowledged in a public space.
- A Youth Podcast, designed and led by young people, provided a platform to discuss the unique cultural, social, and environmental challenges young individuals face when pursuing careers. Overall, the project empowered individuals to feel 'seen, valued, and part of a larger, supportive community' and instilled a renewed sense of pride and belonging among its beneficiaries.

7.6.3.5 Through revealing hidden histories

This was described as helping the wider community to see that Black, Asian or minority ethnic people are part of Welsh History and provide an opportunity for communities to explore their heritage. Some examples included:

- A project called 'Hidden Voices' which involved collating short interviews with elders from South Asian communities [Hindu and Sikh] and gathering personal narratives of Indian partition, migration and cultural traditions. The project enabled elder members from the South Asian communities to feel proud of their heritage and, by sharing their experiences, the participants were empowered to recall past events, some of which were difficult for them to share previously.

The project has also established an interactive website as a dedicated digital archive for the elder interviews and videos.

- A project preserving and celebrating Girmitya Cultural Heritage (indentured labourers from British India) through oral histories and creating digital resources at museums and universities. The project also included a 'very successful' International Girit Conference with multiple international speakers and was attended by over 100 delegates.
- Walk-in exhibitions of the work of Mohammed Amin Hussain, a photo-journalist who took pictures of the Ethiopia famine that led to Live Aid and was also the only journalist allowed into Uganda when the East African Asians were expelled. The exhibition also included a series of commissioned photo portraits of people whose grandparents came to live in Wales that have done well. Sharing these stories boosted the pride of ethnic minority participants and attendees.

What people have said they liked and respected greatly was the fact that in the portraits particularly they can see themselves in the portrait. And so that it's about people of colour and that's the feedback we've got from people who tend to stop [names of members of the project team], and they tend to stay straight off, "It's a picture of so and so, and we didn't know about such and such". Strand 3 grantee, Round 1 Large, ID49

7.6.3.6 Through enabling an understanding of the experiences of asylum seekers and refugees.

An online Human Library event included former asylum seekers sharing their lives, who are doing well in their chosen career e.g. one former asylum seeker was now a professor in Cardiff.

"I have one thing I remember from the Temple of Peace because as a result of this project, people, there are some people, they didn't know about the asylum process and they didn't know that there is asylum seekers or what does it mean? Asylum seekers? What does it mean? The life of an asylum seeker. So, they don't know, they know nothing. And on that project they met asylum

seekers. They had some conversations with them. So that was a benefit for us as refugees and asylum seekers to show up and show that we exist and that's what we can do." Strand 3 grantee, Round 1 large, ID43

7.6.3.7 Through revealing hidden communities

Some of the projects were described in the EoP reports as helping to highlight the existence of 'hidden communities', for example:

- The Gypsy and Roma Community has lived in Newport for 15 to 20 years, largely unnoticed, but project activity has gained a lot of attention in the wider community.
- A magazine project has increased the visibility and recognition of the Polish community in Wales. It has highlighted the contributions and talents of Polish individuals, promoting a positive image and encouraging further cultural exchange and collaboration.
- Activities enabling an understanding of the experiences of asylum seekers and refugees, for example an online Human Library event included former asylum seekers sharing their lives, who are doing well now in their chosen career.

7.6.4 Impact on wider communities

Project managers described other ways that project activity had contributed to wider effects on communities. For example:

- A printed magazine that helped to connect a minority group with Wales and the UK, through gaining interest with dignitaries in both the UK and their country of origin. For example, through dignitaries such as MPs and the Lord Lieutenant being aware of the magazine when it was sold at a war memorial unveiling. The organisation also received a letter from Buckingham Palace congratulating them on the magazine and from the President of the country of origin.
- Photo walk-in exhibitions helped mainly White audiences see the world in a different way, become moved on seeing photographs of the Ethiopian famine. This happened when the project's photo exhibition took place in a mainly White residential area community centre.

- Musical events aiming to be inclusive to everyone attracted other minority groups. For example, Little People UK, a company supporting people with dwarfism, attended a festival for the first time as they felt safe and the festival arranged viewing platforms for them.

7.6.5 Sustainability of projects

All project leads interviewed had plans to sustain activities although most were dependent on receiving funding. Some were at the stage of thinking about applying for funding, some had ideas on who to approach for funding, some had applied for funding, and two had acquired funding.

7.6.5.1 Key success stories

A project that has benefitted from increased exposure is the Girmitya project which has had 'tremendous international interest' and already has an invitation to host the next International Girit Conference in Trinidad & Tobago for 2025, followed by South Africa in 2026. There are also plans to hold a UK conference (similar to the conference held during the project) in the Westminster Parliament to ensure that UK politicians are also aware of Girit and their contributions. The project has received a lot of interest from Welsh Government following the suggestion of Cabinet Secretary for Social Justice, Trefnydd and Chief Whip that this subject should be introduced in the school curriculum. At the time of reporting, a meeting had been scheduled for later that month with the Welsh Government Education Department to explore this further.

7.6.5.2 Organisations requiring funding to continue

Some activities which had been ongoing prior to strand 3, e.g. a choir and a dance group, needed funding to continue at the same level, and both planned to extend their reach to wider communities, e.g. to spread awareness to communities with little knowledge of diverse groups. One of these succeeded in being funded from other funding streams since 2020, so they were looking for another funding stream for next year.

One organisation was in the process of applying for funding to scale up their 2025 festival, although the festival was well-placed to run at the same level as the previous

year using the tents and marquee bought with capital funding. They were also exploring funding for another dance commission for 2025.

A Somali Arts-based project is working on a £250,000 Heritage Lottery fund for a three year project to expand their work with young community members, offering weekly classes in cooking, photography, fashion, poetry, dance and drama and also creating more short documentaries and films about the community, made with and for the community.

7.6.5.3 Projects that will continue

The following projects will be able to maintain their activity beyond the project: Two choirs – a choir to support mental health and a multicultural choir; Live Level supporting young Black artists with regular sessions; Tea, Friendship and Wellbeing; ‘Reggae and Riddim festival’ (Arts Council funded); The Welfare Indian Film project, and the Polish magazine will continue but will revert back to the usual on-line version.

7.6.5.4 Activities that have come to an end

The Domino Club will come to an end, although with further support they plan to arrange further activities as well as travelling to other Domino Clubs within the UK, forming further partnerships.

The Roma arts, music and dance project cannot continue beyond the project but hope that the group will benefit from having made connections with the community, e.g. with the Riverfront Theatre.

7.6.5.5 Projects aiming to expand on activities

Numerous projects described plans to expand their activities, including expanding reach, diversifying activities or developing resources. A full list is provided in Appendix 5.

7.7 Strands 1, 2 and 3 – Impact on people who engaged with funded projects

7.7.1 Main Findings:



- Reasons for attending activities included skills development, personal passion, social connection, cultural exchange, and a desire to contribute to the community.
- Benefits for those attending included; belonging and social connection, celebrating culture and tradition, cohesion with local Welsh communities, connecting with their roots, being part of a supportive group, learning and personal growth, increased confidence, mental health benefits and widening access to people in the community.

In order to understand the impact of ArWAP funding on people who engaged with the funded projects, the evaluation team spoke with sixty-seven people from eight funded projects across the three strands, (1 from strand 1, 2 from strand 2 and 5 from strand 3). The majority of these were groups that delivered an activity or session to existing members of their community, for example a group of mums and toddlers that run different activities throughout the year. Some of these activities were new and some built upon existing work – for example to deliver a festival showcasing their craft.

7.7.2 Reasons why people took part in the funded activities

Attendance was often due to existing familiarity with the organisation hosting the event or opportunity. In many cases the attendees were aware of what the organisation offered and would frequent many of their activities due to existing trust and relationships. This exemplifies the need for existing safe spaces that people already trust to deliver activities that will appeal to them, in safe environments that provide them with some benefit.

For those consulted, the initial motivation for attendance appeared to be the place or organisation hosting the activity. Participation then led to benefits aligned with the programme's culture, heritage, and sport goals. This shows the importance of funding organisations that are already providing spaces for minoritised groups and that funding for activities can extend further benefits to what is felt beyond being a part of the space.

One of these benefits is that some funded activities by nature increased the reach of organisations, through outreach from festivals or performances, allowing more people to become aware of what they offer. Because of this it was harder to identify reasons for attending the specific project that was funded through this grant, because often existing members would attend whatever was put on. It is for a love of the space that is created and what it provides to them that drives involvement with the funded activity. However, it is clear that where a new activity was offered that it brought additional positive impacts and was able to reach new people.

Many participants attended the activities with a strong desire to learn new skills or improve existing ones, with several highlighting the opportunity to enhance their qualifications or build their CVs. For others, personal passion and enjoyment of the activity, such as dancing, singing, or cultural expression, were key motivations. Additionally, social connection played an important role, with participants seeking to form friendships, create a sense of belonging, and engage in meaningful conversations in a safe and inclusive space.

Cultural exchange was also a significant factor, as many wanted to share and learn about their own cultural traditions while connecting with others. The opportunity for personal growth, both mentally and physically, was another motivation, as participants valued the relaxation and stress relief these activities provided, along with their positive impact on physical health.

“To enhance my teamwork and build up my CV”. Group 4 participant, Organisation 2

“I attend because I like to dance and show aspects of Colombian culture.” Group 4 participant, Organisation 4

“It brought people from different places together”. Group 4 participant, Organisation 5

“I want to get out of the anxiety I suffer from.” Group 4 participant, Organisation 4

Some participants were also driven by a desire to help others, with many expressing interest in mentoring or supporting younger individuals to reach their potential. This

was particularly evident in those looking to introduce more diverse sports to the community. Participants emphasised the importance of helping others build confidence, with several noting their enjoyment in seeing others succeed and grow.

Overall, the combination of skill development, personal passion, social connection, cultural exchange, and a desire to contribute to the community were key factors in why participants attended these events or activities.

“To introduce more diverse sports to the community”. Group 4 participant, Organisation 2

“I want to see kids reach their full potential. Mentor role,” Group 4 participant, Organisation 2

7.7.3 Benefits and impacts of taking part

When asked what they liked about the event, group or opportunity that was offered to attendees there were many reasons shared. These often aligned with answers they later gave about the impact that the activities had on them, or the difference it made in their lives:



Belonging and social connection – Participants felt welcomed and experienced a sense of belonging.



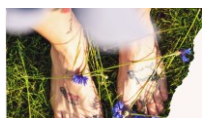
Connecting with other people - The projects created opportunities to build relationships and reduce isolation.



Celebrating culture and traditions – Activities helped participants honour and take pride in their cultural heritage.



Enabling cohesion with local Welsh communities – Projects helped build bridges between communities and foster local belonging.



Connecting with their roots – Participants reconnected with aspects of their identity and ancestry.



Being part of a supportive group – Many described feeling held, encouraged and uplifted by group dynamics.



Feeling empowered – Participants reported feeling more capable and motivated.



Learning and personal growth – Projects supported reflection, skill development and new perspectives.



Increasing confidence – Many described growing in self-assurance and expression.



Healing – The processed provided emotional release and space for processing past experiences.



Mental health benefits – Several participants noted improved mental health and wellbeing.



Widening access to people in the community – Activities brought together people who wouldn't otherwise meet, reducing exclusion.

Belonging and social connection was frequently mentioned, both from those who already attended the funded organisation's other activities and from those who were new to the organisation. Many participants expressed how the opportunities made them feel appreciated, connected to others, and part of a supportive group. This was echoed for the impact that it had on them with answers relating to the impact of making friends, connecting with others from similar backgrounds and finding a space where they feel secure and understood.

A related benefit came in the form of connecting with culture and celebrating traditions or practices with many expressing that the activity enabled them to connect or reconnect with their own roots and culture, which made a big difference to their lives. This was especially important for people who are more isolated from their family or others from their community.

Appreciation was also given for the activities enabling cohesion with local Welsh communities or showcasing their culture to the people of Wales which provided a sense of empowerment. For some, being part of the funded group provided their organisation with credibility and infrastructure which enabled them to support their own communities.

“It has made a huge impact on me. Before this I didn’t make a lot of friends but I know when I go to this group I will meet a lot of people” Group 4 participant, Organisation 5

“It is meaningful to me to remember my home and to share my culture” Group 4 participant, Organisation 4

“It made me feel relevant in a diverse community” Group 4 participant, Organisation 1

“It empowers diverse communities to feel as though they don’t have to hide away and they can be proud of their culture.” Group 4 participant, Organisation 5

Other themes that arose from the impact and benefit of the activities centred around learning, personal growth and empowerment with attendees expressing their gratitude for having a space to develop skills, especially those relating to their culture. It also supported professional skill development for attendees at multiple organisations.

Others also shared that the funded activity increased their confidence and ability to support their own communities. The opportunity to escape daily life, have a place to relax and find support from others was also emphasised, especially in relation to positive impacts on mental health. These impacts were particularly important for people that had been through difficult life experiences such as seeking refuge, with attendees expressing that these spaces played a significant part in helping people process trauma, heal and recover. They also enabled attendees to share knowledge and support one another, creating a social support network to get through difficult times. Some activities benefited either or both mental and physical health, improving fitness and reducing worries from daily life.

“Life is traumatic for refugees and asylum seekers - spaces like this help them.” Group 4 participant, Organisation 4

“It made me feel empowered to be able to do a hands-on skill.” Group 4 participant, Organisation 1

“It was a time to relax, talk and share.” Group 4 participant, Organisation 3

“Having access in the early stages of a career is invaluable. It provides free resources that wouldn't otherwise be available and fosters a strong sense of community.” Group 4 participant, Organisation 8

Widening access was a feature of the benefits and impacts felt by those attending many activities. People spoke about the activities providing something to the community that previously didn't exist, as well as simply providing more opportunities to be involved with things.

One group expressed that without the activity they attended they would have filled their time with less useful and detrimental things, whereas it allowed them to learn, support others and build significant life skills which they took forward.

For others, the funding enabled them to help smaller organisations which has a knock on impact of supporting hundreds of community members supported by these organisations.

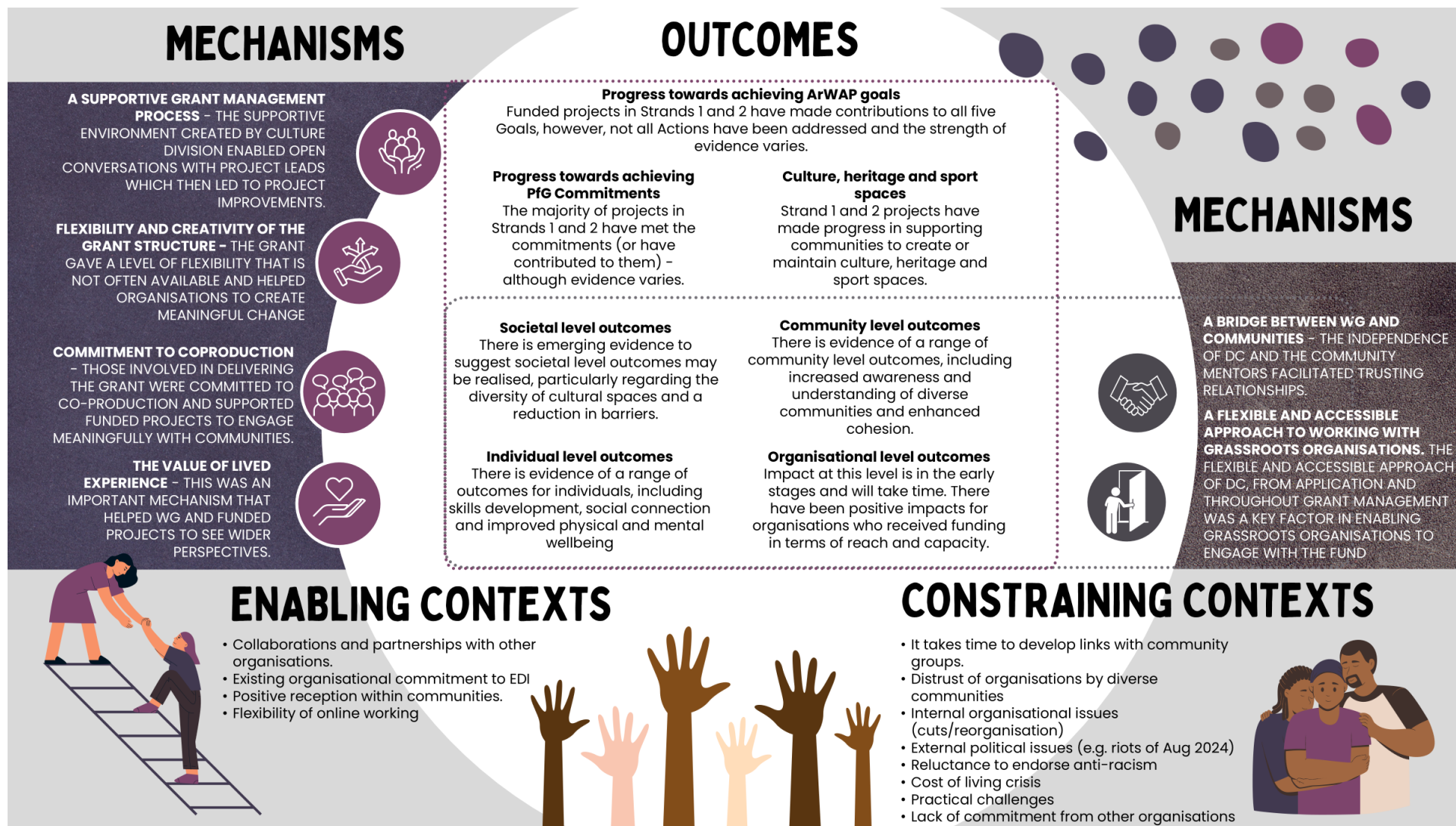
“Without this I would've just been at home playing on the play station” Group 4 participant, Organisation 2

“Behind every community leader here there are hundreds of community members that are being supported.” Group 4 participant, Organisation 7

“Getting kids engaged, being active, organised, productive, helps everyone out”
Group 4 participant, Organisation 2

8. Revised programme theory

Figure 14 - Programme theory



8.1 Revised programme theory

This section of the report presents the findings of the evaluation in line with the framework of realist evaluation. The above summary diagram presents an overview of the key outcomes that have been achieved across the six domains, the mechanisms that were seen to have led to them, and the contexts that either helped or hindered those mechanisms. The below discussion explains how the outcomes that have been presented in this report were achieved (mechanisms) and the contextual factors that were seen to have impacted them. This is important learning for any future rounds (or similar grant schemes) as it helps unpick what it is about how the grant fund has been delivered, that has helped achieve the outcomes it has.

8.2 Mechanisms

Mechanisms describe what it is about how the CHS ArWAP Grant funding has been implemented that has helped lead to the outcomes described in this report. While some of the mechanisms hypothesised at the outset of the evaluation (see Appendix 1) were supported by the evidence, this was not the case for all. Additionally, the evaluation identified a new mechanism that emerged during the course of the research.

8.2.1 Mechanism - A bridge between Welsh Government and communities

The independence of Diverse Cymru and the community mentors has facilitated trusting relationships to be built between Welsh Government and grassroots organisations.

It became clear to the Culture Division that strand 1 and 2 funded organisations were generally not able to engage grassroots organisations, due to barriers such as lack of trust with Government or lack of confidence to apply. This led Culture Division to decide on a discrete and separate approach for grassroots organisations (strand 3), bringing in Diverse Cymru, an organisation already involved with grassroots communities.

“It was only really once we got into the discussions with our more established partners in the first two strands that we realised the extent to which they wouldn't be able to bring the grassroots people along with them. Then we realised, “No, hang on, there needs to be an absolutely discrete separate

approach to engage with grassroots”....We needed to find an actor to represent us who was already engaged with the communities, and that was the way in which we were going to make it work. ...which we then eventually did and we brought in Diverse Cymru.” Welsh Government, ID1

Evidence was found that Diverse Cymru and the community mentors had played a significant role in building trusting relationships with grassroots organisations. Participants who were appreciative of Diverse Cymru’s grant management process thought that relationships with Diverse Cymru were good, e.g. encouraging and trusting.

8.2.2 Mechanism - Flexibility and creativity of the grant structure

The grants programme has given funded projects a level of flexibility that is not often available. Participants across all three strands highlighted the flexibility of the fund. While most strand 3 projects delivered what they had intended, the small number of projects that made changes to their project plan found the process easy, e.g. through discussion with Diverse Cymru.

Projects in strands 1 and 2 also described some flexibility, usually via a contract variation request, described as a relatively straightforward process.

In strand 1, the grant management process also allowed some financial flexibility, e.g. allowing budget flexibility between different funding pots through the contract variation process and allowing one project to spend most of the grant towards the latter end of the project due to a late start to the project.

“They were flexible. We did end up spending most of the grant towards the latter end of the project and you know, we could have been wrapped over the knuckles for that and been told, you know, to spend more sort of equitably across the whole 18 months or two years of the project. But you know, they were very flexible. They were prepared to be flexible, so that was good.” Strand 1 grantee, ID10

However, it is important to note that projects in strands 1 and 2 felt there needed to be more flexibility in the management of the grant, particularly when projects were impacted by late payment of funds, or challenges beyond their control.

8.2.3 Mechanism - Commitment to co-production

The involvement of community mentors and people with lived experience of racism involved in the CHS external accountability sub-group⁵ has ensured different perspectives have been considered and embedded into the design and application of the grants programme.

This was an important mechanism in helping the CHS ArWAP grant fund to achieve the outcomes it has, particularly for strand 3. The inclusion of community mentors (described more in the 'lived experience' mechanism), alongside the Equalities Lead, helped projects move towards co-production as it would enhance the project, e.g. align the project with the principles of the ArWAP.

“Very easy indeed, and more than just easy. We were actually encouraged to do so, to go with the flow, to go with the direction that the community wanted to go in.” Strand 1 grantee, ID10

8.2.4 Mechanism - The value of lived experience

Many of the team (including key personnel in Welsh Government, Diverse Cymru and the external accountability sub-group) involved are representatives from communities with lived experience of racism which brings authenticity to the programme and ensures it considers and questions the impact of decisions.

This was an important mechanism in helping the grant achieve its outcomes. Community mentors were valued for bringing lived experience of being a member of a minority ethnic community to the grant management process, along with support, expertise, advice and challenge, i.e. challenging thinking and assumptions, to a team of Welsh Government officials who were mostly White with no lived experience of racism. Similarly, strand 1 projects felt community mentors were a valuable addition to the reporting process.

⁵ A group set up to support and challenge the Welsh Government and partners to deliver the policy goals and actions in the ArWAP relating to Culture, Heritage and Sport (CHS).

“In terms of the reporting, it’s quite similar to previous grants... what’s different is having community members and representatives of Global Majority organisations in the reporting space.” Strand 1 grantee, ID7

“We had a monitoring meeting with an individual sort of an external sort of third party [community mentor]. I think that was good to sort of you know to have that perspective as well within the monitoring.” Strand 1 grantee, ID9

While strand 2 interview participants were divided in their experiences of the community mentor (as discussed in section 4.5), those who were positive thought that community mentor involvement in monitoring meetings was a great idea as they brought lived experience and challenge.

8.2.5 Mechanism - A flexible and accessible approach to engaging, funding and working with grassroots organisations

The work carried out by Diverse Cymru (ways of working that are not available to Welsh Government) has enabled smaller organisations to receive funding and work with minority communities (reaching people who may otherwise not have benefitted from Government funding).

The flexible and accessible approach of Diverse Cymru was evident from interviews with strand 3 project leads. This started at the application stage, with all strand 3 interview participants describing the application process as straightforward:

“It was easy and straightforward enough. The application was easy enough to fill in.” Strand 3 grantee, Round 2 Small, ID17

The culture, heritage and sport grant process was described as more accessible than previous experiences of applications to Welsh Government and other funding bodies such as the Arts Council and National Lottery. This was perhaps because the grant provided more opportunities to access support than previous experiences, e.g. through direct contact with Diverse Cymru or through attending the two webinars for each round.

“I don't remember anything standing out that said “Oh, this is a really difficult aspect of [it]”. And there was lots of opportunity to get support. So, we were told

that we could attend any sort of, you know, we could ask any questions.” Strand 3 grantee, Round 1 Medium, Round 2 Capital, ID39

Most strand 3 participants drew on available support, such as webinars and one-to-one support, which answered all they needed to know, while others made further contact to check their eligibility.

During the grant management process, the flexible and accessible approach of Diverse Cymru continued. They provided individualised support to project leads including:

- Help with completing the expenditure reporting sheet, e.g. as it was complex and confusing for one participant.
- Clarification on the definition of capital costs when completing expenditure reporting. For example, one participant thought that capital costs included things like equipment so he was surprised that items purchased to build a project display, e.g. stationery, would be classed as capital costs.
- Help to evidence progress in the monitoring report when a project was still in the stages of developing a process rather than an output. Diverse Cymru helpfully came back and told them not to worry and to just describe the project’s activities.

“I spoke to the development worker two or three times. Little bits we wanted to check, you know about the process, etc.” Strand 3 grantee, Round 1 Large, ID49

Diverse Cymru staff were able to support projects to overcome challenges in most cases. For example, when one project needed support with monitoring information due to personal problems, Diverse Cymru staff had a conversation with the project to collect the information and transcribed their responses.

This supportive and accessible approach is a key mechanism in supporting the success of Strand 3 (with only one project unable to complete, and that was for personal reasons).

8.2.6 No evidence for mechanism - Oversight, insight and challenge from wider Welsh Government departments.

It was hypothesised that the involvement of the ArWAP implementation team, Race Disparity Evidence Unit and CHS external accountability sub-group may have challenged and supported the grants programme to consider the wider ArWAP goals and ensure decisions aligned with existing Welsh Government agendas.

However, no evidence was found of this mechanism in the course of the evaluation. This is not to say that oversight, insight and challenge was not an important factor in the development of the grant, just that it did not emerge as a factor in the ongoing delivery of the grant (from the perspective of those interviewed).

8.2.7 New mechanism – A supportive grant management process

A new mechanism was identified during the course of the evaluation that can be seen to have facilitated the outcomes achieved by this grant fund. Namely, a supportive grant management process (for strands 1 and 2). It was clear from interviews with project leads in strands 1 and 2 that they appreciated the supportive approach taken to the grant management process.

Interview participants explained that Culture Division staff were supportive throughout the process e.g. contacting projects following errors in submissions to explain what was required and providing more time to find requested information if needed.

“I did feel that there was support there and that if sometimes I'd be asked questions and if I wasn't able to provide the information they needed, they'd just be like, “Well, you know, you can go away now and actually look for that and find that. And it was, it was more of a constructive conversation I feel. It was, you know, “We need you to report back on this and this and this”. Strand 2 Grantee, ID4

This translated into monitoring meetings, which were described as a constructive, supportive and open conversation about the project's progress, and an easy way to share outcomes achieved and discuss any issues.

The supportive approach taken to grant management allowed projects to be open about challenges and new ways of working (as can be seen in the example provided

earlier where projects adapted to work more collaboratively with communities). If the Culture Division team had not created a supportive environment, it is likely that projects would not have been as open to changing their approach.

8.3 Contexts

Evidence was found of a number of contextual factors that have impacted implementation of the CHS ArWAP grant fund, both positively and negatively. Some contexts relate to certain strands (this is identified where applicable).

8.3.1 Facilitating contexts

While the majority of contextual factors that were identified related to constraining contexts (see below), the evaluation also found evidence of some enabling contexts. These provide important learning for considering what is needed to help organisations implement their projects effectively.

Collaborations and partnerships with other organisations – projects in all three strands identified collaborations and partnerships as being key factors in the success of their projects.

“Definitely the partnership because through the partnership we're bringing in different experiences and knowledge and being able to draw on all of that. So we're not just relying to what we might have, but you're bringing in a wider kind of breadth of knowledge and experience.” Strand 1 grantee, ID8

This was echoed by projects in other strands who highlighted the resources, expertise and experience provided as a result of working in partnership with other organisations.

“I think it was a big help working with the organisation [name of organisation]. But that was in lots of ways. We used their venue, they found the participants and they organised the food although we paid for it. That was very good partnership.” Strand 3 grantee, ID1

This is an important context, and suggests effective implementation of the grant is facilitated by collaborative working between organisations who received funding and those who did not.

Existing organisational commitment to EDI – this was highlighted in a strand 1 organisation, who commented that their organisations commitment to EDI made implementing their project easier:

“It has helped that internally, EDI was already a priority, and this set the scene.”

Strand 1 grantee, ID12

Positive reception in communities - despite some organisations and staff members being resistant to engage in work around anti-racism (see below), this was not necessarily the case for people in the community. One strand 3 project reflected on how they had expected some negative reaction to their project, but received the opposite:

“Their attitude was very, very different to what you would read in the papers.

And that was great.” Strand 3 grantee, ID49

The flexibility of online working – in a strand 2 project, the move towards online communication had been a facilitating context for their project.

“So you know the fact that I think it came out of the pandemic really didn't it that so many people now don't think twice about getting on their teams or resume call or something like that and people who previously wouldn't have imagined doing that, and now you know you get in touch with volunteers and send them a message saying, “We're having a volunteer catch up on teams, here's the link”. And everyone's fine. So, I think those developments really made it easier for us.” Strand 2 grantee, ID4

8.3.2 Constraining contexts

The evaluation identified evidence of a number of contextual factors that were seen to have hindered the success of the grant fund. Many of these are external issues, beyond the control of the delivery partners or Welsh Government.

It takes time to develop links with community groups – this was raised by both strand 1 and 2 who highlighted that in order to develop and deliver projects with community groups, time was needed to establish those relationships. This was particularly the case for organisations who had previously not worked in this space and therefore had little trust (understandably) from the community. It was felt that if the funding wanted

co-production to be a key part of the approach, then the funding timelines should have considered this.

Distrust of project organisations by diverse communities: Projects in strands 1 and 2 identified issues in this respect. A strand 1 project reported that during discussions with diverse community groups, some people questioned why a substantial grant to support anti-racism was going to a government funded body run by White people; that White middle-class men were telling everybody what to do. The participant tried to explain that the project involved co-creation. Another strand 1 project encountered barriers connecting with communities due to their distrust of the organisation, particularly due to their silence during Black Lives Matter and other periods of unrest; that “silence is complicity”. So, a lot of work went into rebuilding trust with communities during the project.

“That kind of mindset from people going, “Oh, typical [name of organisation]. They don’t trust our communities; they don’t support our communities”. So, a lot of that we have to try and rebuild trust.” Strand 1 grantee, ID13

This was also raised in strand 2, particularly when projects had already been designed, and diverse communities then felt their engagement was an ‘after thought’.

“One of the first people I tried to reach out to was the [name of community] but they wouldn’t. The person just stoned me and was quite hostile and very resistant because they hear these conversations 6,7,8,9 times a day and they want to be involved in bids at the beginning and not an afterthought.” Strand 2 grantee, ID22

Internal organisational issues – projects in strands 1 and 2 identified internal issues such as reorganisation or redundancies as impacting negatively on delivery of their projects. This is an important factor in the extent to which grant funding can achieve its aims, with internal uncertainty having a potential impact on organisational change.

External political issues – across all three strands, participants highlighted the impact of ‘far right’ discourse, especially following the riots in August 2024. This was felt to have impacted negatively on the grant fund, with some individuals being targeted by ‘right wing’ media outlets. One project did not hold any interviews to collect stories in

August 2024 to make sure that ethnic minority project members were safe. Riots also triggered trauma for people being interviewed, e.g. Ugandan Asians experienced similar demonstrations when they first came here in the 1970s.

In another project, sponsored social media adverts for a festival attracted racial comments. This meant the project had to revamp their social media campaign, i.e. to get rid of the comments, and get support from Community Policing to ensure people were safe on the day.

A project lead interviewed from strand 3 explained how a venue for a range of Black, Asian or minority ethnic community events was closed for two weeks. Police advised that the venue should be closed for participants' own safety. This followed an incident when someone who worked in the venue offices was attacked outside the theatre.

Reluctance to endorse anti-racism – A strand 2 project explained how reverse mentors were told to 'go away and never contact them again' by one or two organisations; that they weren't interested in the Anti Racism Wales Action Plan.

[“We don't want to know anything about the Anti Racism Wales Action Plan. We don't welcome you here. Delete our e-mail from your system and never contact us again.” Strand 2 grantee, ID24](#)

Other organisations wouldn't let reverse mentors see the Chief Executive, offering to carry the message to CEOs instead. Reverse mentors were trained to insist on seeing CEOs, because embedding an anti-racist culture within each organisation needs to start with the Chief Executive and senior management team. In another strand 2 project they found that some 'White' staff were not being open to inclusivity due to a lack of knowledge, e.g. not knowing how to put on a session for Muslim women, or a fear of 'saying something wrong'. The organisation was working with staff to address this.

This reluctance (in some spaces) suggests there is more work to be done to raise awareness of the importance of the ArWAP at an individual level.

Practical challenges – some strand 2 projects reported challenges in recruiting people with lived experience of racism and suggested this was because a large amount of

ArWAP projects were starting at the same time. In another project, a lack of facilities in inner-city areas impacted what they could deliver.

Cost of living crisis – a number of projects, particularly in strand 3, highlighted a negative impact from the cost of living crisis. This was felt to have impacted the number of people who took part in funded activities (with transport and childcare costs high) and the number of volunteers they could recruit. It also had an impact on strand 3 projects who faced spiralling costs, particularly room hire.

Lack of commitment from external organisations - Some strand 3 projects explained how external organisations who had previously provided letters of support to grantees, then went back on implementing what they had originally agreed.

Personal tragedy – this was an issue for some strand 3 projects (where delivery rests with one person). Some cases of personal tragedy impacted significantly on delivery and in one case prevented completion of the project.

Disparity between North and South Wales. It was highlighted by some projects (in strands 2 and 3) that there is a clear disparity between North and South Wales in terms of policy attention. This was felt to have limited the extent to which projects in the North received adequate funding. This point was recognised by Welsh Government⁶ following the first round of strand 3 funding, where the majority of funding went to organisations in South/West Wales. In the second round of funding, there was a concerted effort to increase applications from North Wales, resulting in a greater geographical spread, particularly for capital funded projects.

⁶ Advice note on allocation of funding via the Anti-racist Wales Culture Grant Scheme for Grassroots Organisations

9. Lessons learned

Learning and recommendations were gathered from a number of sources during the course of the evaluation. Below is an overview of some of the most significant learning.

9.2 Overarching recommendations

These are recommendations that arose multiple times through discussions with project leads, when interviewing the programme team and Diverse Cymru representatives across all strands as well as from the review of EOP reports. These have been organised into five key themes which are labelled to indicate where they arose. The themes are: grant management, monitoring and reporting, communications, co-production and shared learning, legacy and sustainability, and the responsibility of the Welsh Government as a funder.

9.1.1 Grant management, monitoring and reporting

1. Simplify the expenditure process
2. Create guidance on how to evidence and submit claims, providing definitions of technical terms.
3. More reliable and timely communication from the funder and Diverse Cymru
4. Consistent and timely funding disbursements and increased responsiveness in the case of delays.
5. Allow for flexibility in grant usage to enable projects to adapt to changing circumstances.
6. Allow for flexibility in submission timelines of monitoring information, to align with project activities.
7. Adjustment monitoring report templates to support projects to describe process rather than output.

Across the three strands multiple recommendations were made to simplify the expenditure process with suggestions such as asking for a sample of invoices rather than every single one, especially for strand 3 organisations making multiple small payments. Support was also suggested for strand 2, through the creation of guidance on how to evidence and submit a claim and explanation of terminology such as, what

'accruals' are and at what point projects need to let the Culture Division know about accruals and underspends as these were terminologies that some of these organisations weren't familiar with.

Improved timeliness and communication was raised frequently, especially by project leads, highlighting the need for more reliable communication from Diverse Cymru, including timely acknowledgment of received applications and clear feedback, to avoid issues like applications being missed or caught in spam filters. Ensuring deadlines are adhered to and updates are provided throughout the process would help organizations better plan and execute their projects.

Consistent and on-time funding disbursement was also raised by all strands, as delays in fund distribution caused significant barriers. Ensuring that grants are paid out on time and in the originally requested amounts is important to grantees, as delays impact project timelines led to organisations seeking additional funding or adjusting their plans. Having more predictable and timely payouts would have reduced these challenges as would an increase in responsiveness where delays occur.

Across the board, flexibility in grant usage was requested such as allowing organisations to switch between capital and revenue funding during the project. This would help adapt to changing circumstances and make the process more dynamic. Additionally, offering additional support throughout the application and implementation phases would help grantees manage longer-than-expected outcomes.

Flexibility in supplying monitoring reports was recommended such that grantees be allowed to align with their project and activity timelines as well as adjust monitoring report templates to make it easier for projects to describe what they are doing to discuss process rather than an output, especially during the development stages of certain project tasks.

9.1.2 Communications

1. Greater promotion of the ArWAP funding within grassroots VSCE spaces.
2. Promote and distribute the fund within areas of Wales that traditionally receive less funding.

3. Promote and platform the work of Black, Asian or minority ethnic artists, creators, and cultural organisations, specifically around significant cultural dates for communities
4. Facilitate partnerships and collaborations between Black, Asian or minority ethnic led organisations and mainstream cultural institutions, arts councils, and creative industries.

Strand 2 and 3 representatives recommended greater promotion of the ArWAP and other funding ensuring that community groups see opportunities and are encouraged to apply. Suggestions were made to compile a list of key contacts across all community groups in Wales to ensure that they know about opportunities to be involved with this fund, either as grantees or supporting other organisations. It was emphasised that this is especially important for areas of Wales that receive less funding, for example a strand 3 participant highlighted that during the first round of strand 3, there were many more successful organisations from the M4 corridor than other parts of Wales, e.g. Newport, Cardiff, Swansea as the bulk of the applications came from there. Diverse Cymru tried to address this for the second round through working with the North East Wales Community Cohesion Coordinator and running an engagement session with the North East Wales Multicultural Hub.

“So, we worked with [name of North East Wales Community Cohesion Coordinator] in Wrexham who was brilliant and we did an engagement session specifically for North Wales and that produced more applications. So, we were really happy about that.” Diverse Cymru, ID9

Promotion and visibility through government-sponsored events and festivals was also recommended, to platform work of Black, Asian or minority ethnic artists, creators, and cultural organisations, specifically around significant cultural dates for communities. This can help raise awareness of Black, Asian or minority ethnic contributions to Welsh culture and encourage greater engagement and participation from diverse communities. This could also involve collaborating with media outlets to amplify stories and work from Black, Asian or minority ethnic artists and organisations. Facilitating partnerships and collaborations between Black, Asian or minority ethnic led organisations and mainstream cultural institutions, arts councils, and creative

industries was also suggested. These partnerships can facilitate knowledge exchange, resource sharing, and cross-cultural programming that promotes diversity and inclusion across the sector.

9.1.3 Co-production and shared learning

1. Meaningfully engage with communities prior to project/bid planning to understand their cultural needs and barriers they face.
2. Develop targeted initiatives responsive to the diverse and evolving cultural landscape of Wales
3. Set expectations for true co-production and upskill the sector, ensuring funded projects purposefully consult communities.
4. Welsh Government should embark on greater internal co-production, encouraging and inviting more representation of Black, Asian or minority ethnic people on decision-making boards, acting as a role model to the sector.
5. Increase opportunities for shared learning during funding, especially supporting ALBs and those they are working with.

It was recommended from strand 1, 2 and 3 that the Welsh Government allocate more resource to meaningfully engage with communities prior to project/bid planning to understand their cultural needs, and the barriers they face in accessing cultural and creative opportunities to work together to identify what is needed and where. This can inform the development of targeted initiatives and ensure that government support is responsive to the diverse and evolving cultural landscape of Wales. For example, a strand 3 Roma project highlighted that the Roma community needs to manage projects themselves as other groups or organisations making decisions about projects do not have Roma representation.

Additionally, funded projects themselves should consult communities rather than telling them what they need. It was recommended that Culture Division should do more to encourage projects to be co-creative and develop activities from the ideas of community members. It was felt that there is a lack of understanding of what true co-production means and requires, and how to do it purposefully and safely. It was recommended that the Welsh Government upskill the sector through workshops or instruction around this for future funding rounds.

One group 2 interviewee felt that there should be penalties for organisations who engage poorly with co-production or do it half-heartedly, without taking the necessary time and effort to meaningfully engage communities. This was especially emphasised for strand 1 as the voices of the people most affected by racism need to be at the forefront.

“Including perspectives from Global Majority communities is part of heritage organisations’ responsibilities of stewardship, knowledge development and authenticity.” Group 2 interviewee

“When large pan-Wales organisations get funding and they come to deliver it in North-Wales, no matter how well meaning they are when they say they want to come and deliver with your organisations, it doesn’t reflect the needs of the community” Group 4 participant, Organisation 7

Regarding internal co-production, it was suggested that the Welsh Government should act as an example to the sector. They should encourage and invite more representation of Black, Asian or minority ethnic people on their decision-making boards, not only requiring funded organisations to embark on co-production. This was echoed in strand 3 with recommendations to involve more people from Black, Asian or minority ethnic backgrounds 'at the table' in Welsh Government as change can only be implemented if it comes from the people who need to be supported. Welsh Government needs to be the beacon for others to follow by showcasing their own inclusion agenda and anti-racist approach. By acting as a role model for the sector the Welsh Government can inspire diverse representation and participation within other decision-making bodies, advisory committees and funding panels related to cultural and creative projects, and the arts and cultural infrastructure. This will help amplify the voices and perspectives of Black, Asian or minority ethnic communities and ensure their needs are adequately addressed in policy and programming.

Strand 1 and 2 requested more opportunities for shared learning during the projects, especially supporting ALBs and those they are working with by facilitating such opportunities during the project. Additionally, the funder should share learning with the sector to inspire other organisations to adopt similar practices and create more inclusive opportunities. One call from strand 2 was to encourage Sports National

Governing Bodies to work together and share such as signposting people to other sports and hold multi-sport festivals so people can decide which sport is right for them.

9.1.4 Legacy and sustainability

1. Focus on long term impacts, not short term outcomes.
2. Longer-term funding is needed, especially for Black, Asian or minority ethnic organisations to access resources to thrive.

Focus on long term impacts, not short term outcomes was expressed across all strands, although awareness was made to the challenge faced by Culture Division in working within three-year funding from Welsh Government. There is a need for longer-term funding, especially to Black, Asian or minority ethnic organisations to access resources to thrive. Funding that enables organisations to grow their capacity, increase the scale of their events, afford full-time staff, a dedicated team and a sustainable infrastructure will help organisations plan and deliver impactful cultural initiatives and projects.

Continued funding would ensure that the ArWAP projects and the mission in general can progress and doesn't return to 'square one' after this funding round. This was echoed by one of the group 4 participants (who had taken part in funded activities) who expressed confusion that the ArWAP goal is 2030 but the funding allocated fell over 5 years short of this.

9.1.5 Responsibility of the Welsh Government as funder

1. Be aware of a potential 'hostile dynamic' that can be caused when communities suffering cutbacks in services or opportunities see an increase in funding for anti-racism.
2. Focus on development, implementation and uptake of anti-racism policies within the cultural sector to prevent organisations that don't operate this way causing harm when delivering anti-racism activities.
3. Get to know grassroots organisations, meeting communities and grantees delivering the work.

It was mentioned that the Welsh Government may need to be aware of a potential 'hostile dynamic' that can be caused when communities suffering cutbacks in services

or opportunities see an increase in funding for anti-racism. This connects with wider recommendations around understanding and supporting with cross-cultural education and integration by working to increase acceptance of Black, Asian or minority ethnic communities by Welsh communities and White people.

Develop and implementing anti-racism policies may help with this, by enforcing strategies that promote diversity, inclusion, and anti-discrimination within the cultural sector as funding organisations to employ, engage with and deliver to Black, Asian or minority ethnic people and communities can do more harm than good in the short, and potentially also long term, if they themselves are not anti-racist.

Lastly, requests were made for the Welsh Government to spend more time getting to know grassroots organisations and have 'boots on the ground', meeting communities and grantees working with people day to day. This was echoed by a group 2 (people employed or commissioned to work on funded projects) survey respondent who emphasised how little they felt the Welsh Government was involved with, or understood, their project. This was raised further by strand 2 and 3 organisations and group 2 interviewees who expressed that visits from the funder would be welcomed and appreciated.

9.3 Recommendations for improving the experience of people employed or commissioned to work on funded projects.

People who were employed or commissioned to deliver funded projects raised some important suggestions for the Welsh Government that centred around their duty of care for employees hired through ArWAP funding and how they can support the sector more generally.

1. Conduct pre-funding anti-racism assessments to ensure that successful applicants have a strong commitment to anti-racism, demonstrated through internal and external practices and policies.
2. Establish and practice zero tolerance for racism and a route for reporting it externally.

3. Provide wellbeing or other support to staff hired within these projects, as harm may be more likely when working in this sensitive and potentially re-traumatising space.
4. Ensure that organisations do not expect Black, Asian or minority ethnic staff to become a voice of EDI where this falls outside of their role.
5. Increasing representation in White majority organisations should not be a box-ticking exercise, it should be done purposefully and with appropriate policies and procedures in place to support these individuals.
6. Encourage a joined up approach, calling for entire sectors to work together towards anti-racism.

The Welsh Government should conduct a pre-funding organisational anti-racism assessment to ensure that successful applicants have a strong commitment to anti-racism, demonstrated through internal and external practices and policies. This is vital to protect and support internal and commissioned Black, Asian or minority ethnic staff. This preventative assessment would ensure that funding under the umbrella of anti-racism does not go to organisations who do not internally and externally uphold anti-racist practices or who perpetuate them.

This was particularly exemplified by a group 2 individual who was hired as a freelancer under strand 1 funding who witnessed and was subjected to multiple instances of racism, discrimination and microaggressions by people in power at the funded organisation. Raising the question of where the duty of care lies when disbursing funds within the pursuit of anti-racism. There were calls for zero tolerance for racism and a route for reporting it externally (e.g. to the funder not the grantee organisation).

Wellbeing support is also vital, and is something that should be readily provided by the funder when working in this sensitive and potentially re-traumatising space. This was echoed by another group 2 interviewee who found themselves at the centre of a national news piece in relation to the fund they were a part of. They voiced that support from the Welsh Government at this time would have meant a lot.

“On programmes like this, Global Majority workers will often become the target of criticism or abuse, and it's important that commissioners think about the impact on those individuals and their duty of care. I don't fault [organisation] in

how they supported me, but I feel the Welsh government could have extended at least a message of support or reassurance.” Group 2 survey respondent, ID72

A further recommendation was that when hiring full time roles or freelancers, organisations should not overburden Black, Asian or minority ethnic staff to become a voice of EDI where this falls outside of their role, for example if they are not specifically being hired as an anti-racism trainer. Increasing representation in White majority organisations should not be a box-ticking exercise, it should be done purposefully and with appropriate policies and procedures in place to support these individuals. It was also emphasised by a group 2 interviewee that diverse staff should not need to be from academic backgrounds, especially if the role is within the community. This is frequently seen when hiring Black, Asian or minority ethnic staff, where academic professionals are hired over someone with fewer ‘qualifications’ that has experience working closely with communities whose skills are more applicable to excelling in the role.

Group 2 individuals also referenced the need for a joined up approach supporting and calling for entire sectors to work together towards anti-racism. This was specifically voiced around museums, that all museums should take a targeted approach together to decolonise and reflect on who they are serving and with what knowledge.

“Being reflective and thinking who are we here for? What's our purpose? If our purpose is telling stories in history, who are we telling them for? Where are we getting them from? Where are we putting them? And who are we serving with them and reflecting on that and then going from there.” Group 2 interviewee

9.4 Recommendations for improving access to culture, heritage and sport spaces

Through consultation with people who attended funded projects it was frequently suggested that there is a need for:

1. More or better equipment and facilities to support funded activities.
2. More integration with local people in Wales which may be supported by increased acceptance of different groups.

3. Fund the preservation of what is already on offer, not only new activities.
4. Increase the frequency and duration of activities, enabling consistent delivering and inclusion of more people.
5. Increase opportunities for specific groups e.g. young people, girls, those who are no longer in education, people in the LGBTQ+ community, those who are socially isolated or at risk of becoming so.
6. Opportunities should be inspiring and motivational to engage people who may be less interested, e.g. a trip to Wimbledon to encourage young people to take up tennis.
7. Spaces need to be representative and reflect the diversity of people within Wales which is not often the case in certain sports or cultural spaces.

Through consultation with people who attended funded projects it was frequently suggested that there is a need for more or better equipment and facilities to support the activities that they attend such as larger spaces and means of transport. For some it was expressed that without this their impact can be quite limited in impact and reach. This desire to reach more people was mentioned by many participants who expressed that their events or activities would be enhanced by including more people, be that those who could benefit from the activity or those in different parts of the country. This also related to the need for more integration with local people in Wales, and a strong desire to share cultural experiences with and learn from local communities. Some people felt that there needed to be increased acceptance from some groups for this to be achieved. There was a strong desire for more opportunities to host events with those from different cultures and share and celebrate other traditions, food and practices.

“Access to equipment is crucial because music projects are expensive, which discourages many artists. The ability to enter a studio with experienced mentors is priceless” Group 4 participant, Organisation 8

“More facilities for the community - any kind of sport. Ones that are open to the community, public facilities” Group 4 participant, Organisation 2

“More activities and events that are tailored to celebrate culture in relation to Welsh culture” Group 4 participant, Organisation 3

“People from Wales to participate with us so we can hear about their culture, dances and traditions” Group 4 participant, Organisation 4

For some attendees they simply wanted to preserve what was already on offer, not necessarily new activities. They appreciated the space that was provided by the grantee and want it to continue as it provides far reaching benefits to them and their communities. For these people the main ask was a way to increase the frequency or duration of what was on offer or enable it to run all year round and not be intermittently delivered, and for it to be able to include more people. This was echoed by many others who expressed the need for an increase in funding to enable this as well as support and backing from people with high social capital or political power. In one example, the funding enabled a flow of support to smaller organisations without which they would cease to exist due to the assistance provided with accessing funding. It was felt that funding for this cause should be long term, and enable organisations to focus on the support they provide and not constantly seeking funding to survive.

“It makes no sense for the funding to stop in 2024 if the anti-racism goal is 2030. We shouldn't be applying for funding here and there, it should be part of the government's system, and not keep on applying 'no' here, 'no' there. It takes our time away from the important work we are doing.” Group 4 participant, Organisation 7

“We need human capital support from people in power” Group 4 participant, Organisation 4

“Developing existing groups and events to reach wider places and groups and people” Group 4 participant, Organisation 4

“Funding runs out so fast if it lasted for longer we could do more and have more impact” Group 4 participant, Organisation 3

A further theme was increasing access to activities for minoritised communities and especially to those within them who are less catered to. The need for an intersectional approach was emphasised. It was suggested that there should be more opportunities for young people to engage with culture, heritage and sport (especially for girls and young people aged 18-25 who are no longer in education) and groups that could do

with specific support such as people in the LGBTQ+ community and those who are socially isolated or at risk of becoming so. It was expressed that in order to do this, opportunities must be available first, and that these opportunities need to be inspiring and motivational to engage people. For example they might include opportunities to go to events that are traditionally less accessible, or provide people with something that they can take away from activities such as permanent sport equipment or kits, to instil pride and a sense of being invested in. Further to this it is important for spaces to be representative and reflect the diversity of people within Wales as this is not often the case in certain sports or cultural spaces.

“If the funding is based on anti-racism, it would have been meaningful to incorporate a unified theme, bringing different genres together for a collective message.” Group 4 participant, Organisation 8

“Opportunities to go on trips to sports events like to Wimbledon” Group 4 participant, Organisation 2

“Access to facilities is easier for students, but once independent, it's harder to use resources due to your work schedule. Weekend slots book up quickly, and some opportunities only happen during the day.” Group 4 participant, Organisation 7

“Some people don't go to libraries in Wales because they don't feel represented. People say they aren't very diverse” Group 4 participant, Organisation 6

9.5 Recommendations for monitoring and evaluation

Below, additional recommendations are presented to the Welsh Government to support future monitoring and evaluation of this type of grant. These are based on the evaluation team's overall assessment of the data provided and collected. Though not detrimental to the evaluation, addressing these recommendations in future rounds of funding would support greater clarity for certain research questions. Recommendation six would enable such suggestions to be embedded into grant application and management documents prior to their rollout.

1. Retain comprehensive information on all (including unsuccessful) applications to the fund..
2. Obtain consent for evaluators to contact unsuccessful applications to understand their views and experiences.
3. Consider which ArWAP goals and actions are being address when making decisions on which projects to fund (to ensure a spread across the goals).
4. Collate information on the people employed or commissioned as part of funded projects including detail on the nature of their involvement and what will happen to their role at the end of the project.
5. Make reporting requirements clearer so that demographic information is collected.
6. In future, commission evaluations at the start of the funding enabling evaluators to develop relationships with projects and gain a deeper understanding of how the grant has been applied in practice.

10. Conclusions

This evaluation has provided a detailed insight into how the CHS ArWAP grant has operated and what it has been able to achieve.

10.1 The key successes of the grant fund include:



A well-managed fund, with a clear application process and a supportive approach to grant management.



An innovative approach to funding grassroots organisations, led by Diverse Cymru, that succeeded in creating a supportive and inclusive environment from application and throughout.



A key focus on engagement and collaboration with communities (evidenced across all strands).



The creation and development of partnerships between organisations in different strands.



The beginnings of organisational change, with some evidence of a shift in organisational priority and attempts to make the workforce more diverse.



Concerted effort to make culture, heritage and sport spaces more diverse and accessible.



Evidence of outcomes at a range of levels, including on individuals and communities; ranging from skills development to social cohesion.

10.2 However, the evaluation has also identified some key gaps (based on the intended aims of the grant fund), including:

- Limited engagement with Gypsy, Roma, and Traveller (GRT) communities. Despite this being a key focus for Welsh Government, there was only one funded project specifically working with this group (and that project was unable to continue after the funding ended). Other projects are likely to have worked with people from these communities but lack of recording in EoP reports prevented making firm conclusions on this.
- An important issue to arise in this evaluation is the experience of people from Black, Asian or minority ethnic communities who have worked on ArWAP funded projects and have had negative experiences of the funded organisation. This issue raises an important question about the responsibility of Welsh Government and funded organisations to ensure that people with lived experience of racism are provided with pastoral support (independent of the organisation) and that anti-racist practice is practiced at all levels.
- Analysis of EoP reports suggests evidence for achieving the ArWAP goals is varied. There are some goals and actions that have less evidence than others. This is likely due to the fact that funding decisions were based on scoring the applications as opposed to mapping which goals and actions were being addressed. This is something to consider for future funding rounds. In addition, it was clear that many strand 2 projects struggled to align their activities with the goals and actions.
- Impact on organisational change is currently limited. This is understandable as it will take time to change established ways of working, and was acknowledged by many of the participants who were spoken to. It is currently unclear as to whether learning from the funding will impact ways of working moving forward. The sustainability of the grant fund (in strand 1 in particular) is unclear. While embedding the ArWAP goals should be 'business as usual' for ALBs, participants spoken to raised concerns about their capacity to continue this work without additional funding (particularly in light of the strict parameters place on Welsh Government funding). This has a potential further impact on

communities they have engaged with, as stopping that work may then undo the trust that has been developed.

Moreover, while the evaluation has been able to answer the vast majority of research questions set out at the start of this evaluation, there are some that cannot be answered, largely to the absence of available data. The following section outlines key data gaps that have affected the evaluation.

10.3 Unanswered questions due to limited data

Limited data on who engaged with funded projects – despite the EoP report template asking for details of who had engaged with funded project activities, the majority of project reports did not include this information. Some reports suggested that projects were not aware they needed to collect this data which means understanding the reach of the grant fund is challenging.

No data was available on unsuccessful projects. As outlined in the methodology chapter, the evaluation team had hoped to access data on all grant applications to develop a clearer understanding of the characteristics and experiences of unsuccessful projects. This would have helped to understand the extent to which the grant was reaching grassroots organisations (e.g. if unsuccessful applicants were more likely to be smaller organisations with limited capacity for writing bids).

Limited data was available on individuals employed through the funded projects. The only information gathered on this was through the mapping exercise conducted by the evaluation team, as no central record exists. This is considered an important measure of the impact of the grant funding and should be collected in future, particularly given some of the challenges reported by those working on these projects.

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11. Annex A – List of Appendices

Appendix 1 - Initial programme theory (theory of change)

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Appendix 3 - Details of strand 1 legacy

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Appendix 1 – Initial programme theory (theory of change)

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| <p>Context</p> <p>Why is this grants programme needed?</p> | <p>Despite progress in some areas, systemic racism persists in many institutions and sectors across Wales (and indeed, beyond). Ethnic minority communities in Wales continue to face significant disparities in health, education, employment, and justice. The Covid-19 Pandemic highlighted and exacerbated the existing inequalities in our society, with people from minority communities more likely to die as a result of the virus. Yet the Pandemic also exposed the levels of racism and discrimination in our societies and highlighted the need for public institutions to reflect on entrenched practices that adversely impact Black, Asian and minority ethnic communities.</p> <p>The Anti-Racist Wales Action Plan, published by the Welsh Government, is a comprehensive strategy aimed at eradicating racism and promoting equality across Wales by 2030. It is essential for creating a fairer, more inclusive Wales by addressing systemic racism, promoting equality, and ensuring that the voices and needs of ethnic minority communities are heard and acted upon.</p> <p>The Welsh Government's Culture Division covers the remit areas of Museums, Archives and Libraries, and delivers on key Programme for Government commitments including the Culture, Heritage, and Sport ArWAP goals. For the purposes of ArWAP, the definition of 'Culture' includes the Arts, in addition to Museums, Archives and Libraries.</p> <p>The Anti-racist Wales Culture Fund provides grant funding across three different strands of programme delivery over three financial years up to December 2025 to support organisations at national, local and community level to deliver the culture, heritage and sport goals and actions outlined in the ArWAP and Programme for Government commitments.</p> |
| <p>Aims and objectives</p> <p>What are the overall goals of the grants programme?</p> | <p>The Anti-racist Wales Culture, Heritage and Sport Fund provides grant funding to support organisations to deliver the Culture Heritage and Sport goals and actions in the ARWAP, the Programme for Government commitments and the Well-being of Future Generations Act 2015.</p> <p>ArWAP goals:</p> <ul style="list-style-type: none"> ▪ Leadership - To hold publicly funded organisations accountable for the delivery of anti-racist measures and actions, as set out in the action plan. ▪ Funding - To work with our sponsored bodies to ensure they use their spending powers to embed anti-racist practice, facilitate equality of access and outcomes, and maximise participation for Black, Asian and minority ethnic people. |

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| | <ul style="list-style-type: none"> ▪ Celebrating diversity - Support all parts of the society in Wales to embrace and celebrate its diverse cultural heritage while understanding, and recognising the right to, freedom of cultural expression. ▪ The historical narrative - To work with public bodies to fully recognise their responsibility (individual and collectively) for setting the right historic narrative, promoting and delivering a balanced, authentic and decolonised account of the past – one that recognises both historical injustices and the positive impact of Black, Asian and minority ethnic communities. ▪ Learning about our cultural diversity - Identify and meet targets to deliver anti-racist education and learning; including interpretation, marketing and educational materials that recognise and celebrate the rich and diverse cultural mix of our society, encourage widespread physical and intellectual engagement and so promote anti-racist practice and principles throughout. <p>Programme for Government commitments aims to represent and reflect the history and culture of Black, Asian, and minority ethnic people to ensure that their contribution to Wales is recognised whilst enabling equal access and participation to culture, heritage, and sport.</p> <p>Well-being of Future Generations Act 2015 aims to ‘celebrate diversity and move to eliminate inequality in all its forms’.</p> |
| <p>Outputs</p> <p>The resources delivering the grants programme</p> | <ul style="list-style-type: none"> ▪ Strand 1 - £1.8 million dedicated funding for National Sponsored Bodies over three financial years. ▪ Strand 2 - £2.8 million dedicated funding for local sector over three financial years. ▪ Strand 3 - £455,000 dedicated funding over two financial years. ▪ Dedicated project team within Culture Division to deliver the grants scheme. ▪ Dedicated staff time for monitoring and evaluation. ▪ WG governance and management. ▪ Skills, knowledge, and expertise of staff members. ▪ Role of community mentors. ▪ Communications and marketing plans. |

| Outcomes (what should the grants programme achieve?) | Mechanisms (what is it about the grants programme that might lead to outcomes?) | Contexts (what might help or hinder the grants programme achieving outcomes?) |
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| <p>Outcome 1) - Progress toward achieving ArWAP goals – were some goals achieved to a greater extent than others? Did the grant reports suggest intended outcomes were achieved and did these align with the ArWAP goals?</p> <ul style="list-style-type: none"> • Leadership • Funding – range of grassroots organisations funded through S3. • Celebrating diversity – range of projects • The historical narrative • Learning about our cultural diversity <p>Outcome 2) - Progress toward achieving the Programme for Government Commitments and (by extension) WBFGA–</p> <ul style="list-style-type: none"> ▪ Greater awareness of funded projects of the Programme for Govt Commitments. ▪ Evidence of organisations ‘celebrating diversity’ and working to ‘eliminate inequality in all its forms’. <p>Outcome 3) Individual level outcomes</p> | <p>A bridge between WG and communities – The independence of Diverse Cymru and the community mentors has facilitated trusting relationships to be built between Govt and grassroots organisations.</p> <p>Flexibility and creativity of the grant structure – the grants programme has given funded projects a level of flexibility that is not often available. This has potentially helped organisations to create meaningful change in their communities (rather than meet the requirements of funders).</p> <p>Commitment to co-production – the involvement of community mentors and those involved in the external accountability sub-group has ensured different perspectives have been considered and embedded into the design and application of the grants programme.</p> | <p>Enablers</p> <ul style="list-style-type: none"> ▪ Purposeful community engagement ▪ Collaboration with ALBs, academics, infrastructure orgs ▪ Reflection and openness to being wrong ▪ Strong existing presence within and/or knowledge of target group ▪ Specific, narrower focus/goals ▪ A safe and welcoming space – created by CHS has enabled WG, community mentors and Diverse Cymru to have honest conversations about what needs to happen in the management of the Grants programme. ▪ The established role of community mentors in ArWAP more broadly enabled them to |

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| <ul style="list-style-type: none"> • People from ethnic minority backgrounds feel more able to participate in culture, heritage and sport activities. • Women and girls from ethnic minority backgrounds feel more able to participate in culture, heritage and sport activities. • People from Welsh Communities aspire to work in the culture, heritage or sport sector at a senior level. • Participants gain skills e.g digital literacy. • Participants experience improvements in wellbeing and connectedness to their communities. • Participants feel more connected to the culture and heritage of Wales. <p>Outcome 4) Community level outcomes (schools, community groups)</p> <ul style="list-style-type: none"> • Children in schools across Wales can embrace and celebrate its diverse cultural heritage. • Schools and colleges have increased access to national collections that tell stories of immigration into Wales. • Community organisations feel confident in applying for public sector funding. • Events/projects are co-designed and co-produced with communities. <p>Outcome 5) Organisational level outcomes (ALBs, funded org's)</p> <ul style="list-style-type: none"> • The governing body is more inclusive and diverse. | <p>The value of lived experience - Through the community mentors, key personnel in WG, DC and external accountability sub-group. Many of the team involved are representatives from communities with lived experience of racism which brings authenticity to the programme and ensures it considers and questions the impact of decisions.</p> <p>A flexible and accessible approach to engaging, funding and working with grassroots organisations by Diverse Cymru (ways of working that are not available to WG) has enabled smaller organisations to receive funding and work with minority communities (reaching people who may otherwise not have benefitted from Govt funding).</p> <p>Oversight, insight and challenge from wider WG departments. The involvement of the ArWAP implementation team, Race Disparity Evidence Unit and CHS external accountability sub-group has challenged and supported the grants programme to consider the wider ArWAP goals and ensure decisions align with existing WG agendas.</p> | <p>be seen as trusted sources within WG.</p> <p>Barriers</p> <ul style="list-style-type: none"> ▪ Delivery team/staff not representative of community ▪ Time/duration of tasks ▪ Perception of organisation's race/culture related roots ▪ Staff illness or personnel issues ▪ Capacity/skills of organisation ▪ Regulations for WG on procurement and funding 'managing public money'. ▪ National events such as the riots in Summer 2024. |
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| <ul style="list-style-type: none"> • The workforce is more inclusive and diverse. • The workforce is more responsive to any complaints of discrimination. • Staff levels have increased awareness of anti-racism. • Greater involvement, engagement, and participation of Black, Asian, and minority ethnic people. • Collaboration and inclusion is maximised with an ethnically diverse range of people, and this becomes part of how national bodies develop their work. • Culturally and ethnically diverse members of the workforce feel safe, supported, and respected in the workplace. • Improved data collection/recording on issues aligned to ArWAP. • Organisations demonstrate commitment to ArWAP. • Selection/recruitment processes enable organisations to monitor and evaluate the ethnic and cultural diversity of their workforce. • Organisations demonstrate a mind-shift in the recruitment/retention/development of staff. • Grassroots organisations demonstrate growth in leadership and organisational practices. <p>Outcome 6) Societal level outcomes</p> <ul style="list-style-type: none"> • Reduction of barriers faced by Black, Asian and minority ethnic people in cultural spaces. • Cultural spaces (both virtual and physical) offer a more diverse and authentic collection that is representative of its communities. | | |
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| <ul style="list-style-type: none"> • Greater awareness of ArWAP and CHS offering. • There is greater ethnic and cultural diversity in the nature of culture/heritage/sport spaces in Wales | | |
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| Long-term impacts | <ul style="list-style-type: none"> ▪ Change in attitudes to anti-racism broadly and how these are embedded across all levels - i.e., a sectoral shift towards anti-racism at an organisational, project and community level. ▪ Greater involvement with diverse community members as a standard approach going forward- diverse communities' part of the change. ▪ ALBs and local sectors taking a different approach to celebrating ethnic and cultural diversity. ▪ There is greater diversity in who accesses culture, heritage and sport spaces, with more representation amongst Black, Asian and ethnic minority people. ▪ Anti-racism is built into organisations core work. |
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Appendix 2: List of community organisations strand 3 worked with

- EYST and Gorilla Media (digital creation project)
- Royal commission on ancient and historical monuments in Wales and the India Centre Cardiff (for the Girmitya Cultural Heritage project)
- GROW Cymru in Swansea (for a project showcasing Nigerian textiles and fashion)
- The Wales Centre for International Affairs, Academi Heddwch, Span Arts and The Place in Newport (performance events for the choir for people seeking sanctuary)
- Young Muslim Community Organisation, and creative local practitioners based in Riverfront and The Place (for an oral history project published in book form)
- Butetown Community Centre in Cardiff and the Black Heritage Cymru in Newport (for a domino wellbeing activity)
- The National Museum in Cardiff (a visit as part of a Kurdish language class activity)
- Avant Cymru hip hop group in Wrexham, WISP Dance Club and CLPW Portuguese group (for a dance choreography project)
- Sanatam Mandir and the Sri Dasmais Singh Sabha Gurdwara, Cardiff (to connect with community members from the Hindu and Sikh communities for an oral history project), and EYST, The Mentor Ring and the Royal Commission of the Ancient Historic Monuments of Wales
- The Cwmbwrlele Ukestra, Ptasie Radio, Kathy Breton Welsh Dance, Brazil Samba, Indian Dance Family, Chinyere Chukwudi-Okeh for her Poetic Storytelling: Chinyere Chukwudi-Okeh, a talented poet and storyteller, NGANGA Cultural Performance Group, Friends of Young Disabled, The Rising Stars Theatre Company, African Community Centre, The Chinese Association in Wales (for a project providing traditional dance workshops for seniors)

- The Riverfront Theatre, Cobra Music, Community House, and Ballet Cymru [for a Roma music, dance and Arts project).
- The Rastafari Village, Montego Bay, Jamaica, Arts Council Wales (main funder for the festival), Caribbean Heritage Cymru, National Trust, and Newport City Council (for a Reggae Festival)
- Gigi George , Dr Pradeepan and Amarjit Kingra (for a programme of Indian films)
- Race Council Cymru (for the Windrush elders project)
- Coleg Cambria (for a multicultural choir)
- Harmindise Project (for an African drumming project)
- National Museum of Wales (for a VR history project)
- Butetown Community Centre (for Somali Arts-based activities)
- Screen Alliance Wales, Green Point Seren Studios (for a film-making project for Year 6 pupils)
- The Swansea Talent and Fashion Show (for a project with activities celebrating diversity)
- South Asia Heritage Trust, Bangladesh Women's Group, Aurav Disha, Rekha Natya Academy, Butetown Community Centre, Telugu Association of Wales, Indian Women's Association of Wales, United Sril Lankans in Wales, Cathays Parents Group, the Armed Forces Community Engagement Group (For a cultural project celebrating South Asian heritage).

Appendix 3: Details of strand 1 legacy

- A **Sport project will continue engagement with communities** via their Community Investment Advisor, **continue support for activities that celebrate cultural heritage** and consider opportunities to scale up cultural/heritage events on an all-Wales basis.
- An **oral history project** plans to use the **ArWAP project model for similar projects in the future**, if funding is forthcoming.
- An **educational resource project is currently working with Swansea University** to produce a learning **resource about the experiences of native people who lived in Patagonia during the Welsh Settlement in the 19th century**. Furthermore, the organisation's Education Service will continue to look at how they can **promote anti-racism within their workshops**. Additionally, the organisation has been awarded funding from The National Archives' 'Spaces, Places and Belonging' initiative, which envisages **creating a truly inclusive, national, and sustainable hub for community-led research** in the United Kingdom. Elements of the new project align with the objectives of the Communities of Wales project, and the organisation hopes to collaborate again with some of the groups worked with previously.
- A **Welsh Bibliography project is committed to filling author commissions** to the **identified names on a missing articles** list developed during the project, and searching for suitable authors, particularly authors from Black, Asian or minority ethnic backgrounds who bring with them their cultural and community knowledge. However, earlier the report pointed out that one of the challenges for the Dictionary of Welsh Biography moving forward is to establish a sustainable model without reliance on external funding sources.
- A **joint Arts and Museum project** reported that a significant amount of strategic work is in progress that will further shape their policies, procedures and programmes. For example, **identifying and ring-fencing core resources and budget to continue Decolonising work**. Furthermore, work on delivering the **Widening Engagement Plan** (a joint project between the two

organisations, that was in existence prior to the ArWAP project, and linked with the ArWAP project) will continue. Additionally, the two organisations will work together through joint objectives linked to individual organisations' Strategic Equalities Plans.

Appendix 4: Details of strand 2 legacy

Interview participants described a number of activities that will continue beyond the funding, including:

- **Case studies from museum educator training will be freely available** to inspire other museums about how to make their spaces more welcoming for diverse communities.
- **An online research guide to enable access to archives will continue to be accessible and evolve**, e.g. it can easily be updated to add new collections to the list of resources available.
- **A project website showcasing oral histories** will continue to be available.
- **The North Wales Regional Hub will continue to support grassroots organisations to find funding and hold monthly meetings** (as it did before the project). The organisation is in the process of applying for a National Lottery bid to continue the project for another four years.
- **One organisation** is continuing to work on historical research projects, e.g. is currently working on an Afghan storytelling project and **plans to be the main contact point or umbrella research body for South Asian heritage**.
- **Trainee tennis coaches will start to coach and provide role models to other people in their communities** and build on the meaningful links with community groups that have been developed during the project.

Based on analysis of EoP reports, a number of projects aim to continue working with the partnerships and contacts made over the project. Future plans include:

- **Increasing coverage of language checking within catalogues across museum services** in Wales, continuing to include feedback from diverse communities about the ongoing work. Also, further community-based projects working with different groups and connecting people who would not usually use archives.
- Continuing to **work with Black, Asian and minority ethnic communities to co-curate exhibitions and to collect stories** which represent everybody in

the city of Cardiff. Future co-curated displays for 2025 include partnerships with Glitter Cymru and The Heritage and Cultural Exchange.

- Creating **education-based resources for schools on Welsh History's connection to the historic Slave Trade**. Resources will be uploaded on the Welsh Government website.
- Ongoing professional development, knowledge sharing, policy implementation, and advocacy to promote anti-racism and inclusivity within the Welsh cultural heritage sector.
- Creating a **central platform for individuals of South Asian descent** to research the contributions of their forefathers and collect oral histories.
- Continuing **relationships between reverse mentors and mentees beyond the programme's conclusion**. Furthermore, mentee organisations were given the opportunity to maintain contact with the project organisation for support post-project if needed.
- Continuing a craft activity, and reaching out to communities to source participants, e.g. through inviting families to participate and working with local schools and the local community centre.
- Continuing an ongoing carnival event.
- Working with national grant bid support organisation to develop a draft proposal centred specifically around the continuation of this project. The new project will include the following:
 - An apprenticeship in Sports Development at Level 3, 4 and 5. Furthermore, apprentices will act as role models.
 - Continued efforts to engage existing 'White' coaches in the anti-racist training programme. Take up has not met the target as 'White' coaches have not seen the value of it.
 - Following learnings from the project, removing barriers to participation, e.g. kit and shoes through a hardship fund, available according to need, and vouchers.

- The Multicultural Hub will remain actively established and will continue to support all grassroots community groups.
- Plans to roll out the **anti-racism training (tailored to disabled and neurodivergent clientele)** in the organisation and further afield, e.g. across the UK.

Appendix 5: Details of strand 3 legacy

- **An oral history project ‘Connecting Voices’** aims to organise more community events, storytelling gatherings, and exhibitions that celebrate cultural richness and promote dialogue. They also plan to use digital platforms to reach wider audiences and counter negative narratives through positive storytelling.
- **A Kurdish language class** will continue and plans to Kurdish Language Classes for those whose first language isn't Kurdish.
- **A dance choreography project** is keen to widen the reach of the project to dancers in North Wales, e.g. to those who lived further afield and were out-of-reach of the project. [CW: I know this organisation needs funding to continue with this work from the interview data]
- **An oral history project ‘Hidden Voices’** aims to expand their digital online archive. They also plan to produce educational resources using the digital stories.
- **A traditional dance workshop for seniors** plans to diversify their programme offerings to include a broader range of cultural enrichment activities for older adults and seniors. This might include music appreciation classes, storytelling sessions, arts and crafts workshops, and cultural outings to museums and cultural landmarks. They also plan to enhance the accessibility and reach of their programmes by offering virtual workshops, online resources, and interactive platforms for remote participation. This will enable them to engage older adults and seniors who may face mobility challenges or live in remote areas, ensuring inclusivity and accessibility for all.
- **A creative sharing project (Cultural Close Up)** are planning to continue their monthly meetings but want to evolve the format into a more informal, attendee-led collaboration. Their vision is to create a space where participants take the lead, sharing ideas, skills, and experiences in a collaborative and organic way rather than structured events with speakers.

- **The Bengali Cookery Project** plans to build on the publication of the book by organising cooking workshops, storytelling events, and potentially expanding the project to include other cultural communities and their cookery.
- **The Windrush Elders project** plans to organise more heritage-focused excursions, workshops, and collaborative events that connect Black, Asian or minority ethnic communities with local Welsh history and culture. They also aim to establish partnerships with cultural institutions and museums to ensure ongoing access to enriching experiences.
- **The hair-braiding project** plans to use the training materials and resources developed during this project to offer follow-up workshops and support groups for mothers interested in continuing with this activity. They are also exploring the possibility of collaborating with local schools and community centres to offer hair care workshops for young people.
- **The VR history project** plans to develop educational resources utilising VR content in schools and museums.
- **The film-making activity with Year 6 pupils** plans to offer opportunities for pupils to follow up their interest, e.g. through offering a 'Young Filmmaker's high school programme' for young people interested in Media from film making activities in Year 6.
- **The Pot of Good Vibes choir** activity for people seeking sanctuary has engendered a great deal of enthusiasm for similar projects but funding would be required to follow up on these opportunities.
- **Soel Connect** plan to explore and develop ideas developed during the project, e.g. compositions, songwriting ideas, through workshop sessions, rehearsals and eventually performances. However, the organisation needs funding to sustain the project at the same level.
- **A project linking Welsh and Somali culture** plans to secure bigger premises to accommodate a larger number of participants and provide more space for community events and activities. However, to ensure that these activities

continue beyond the grant period, they will be focusing on fundraising initiatives and applying for future grants.

- **The African Drumming Group** plan to establish a self-sustaining community-based drumming group that will continue to provide opportunities for participants to learn, practice, and perform. They are exploring various avenues for sustainable funding, such as membership fees, performance fees, and partnerships with local businesses and organisations.

Appendix 6: Stakeholder groups and data collection methods

| Stakeholder | Data collection method/involvement | Nature of initial contact | Sampling approach | Renumeration |
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| WG Culture Division Officials leading on the delivery of the programme and Diverse Cymru staff | Interviews (10) | Direct contact details provided by WG with the consent of participants. | Purposive sampling – all those involved have been approached. | No |
| 3 community mentors for ArWAP | Interviews (2-3) Expert Advisory Panel (EAP) | Direct contact details provided by WG with the consent of participants. | Purposive sampling – all relevant staff have been approached. | Yes for mentors who join the EAP (paid by bank transfer). |
| The Race Disparity Evidence Unit | Interviews (3) | Direct contact details provided by WG with the consent of participants. | Purposive sampling – all relevant staff have been approached. | No |
| ArWAP Central Implementation Team | Interviews (2) | Direct contact details provided by WG with the consent of participants. | Purposive sampling – all relevant staff have been approached. | No |
| The Culture, Heritage and Sport External Accountability Sub-Group. | Expert Advisory Panel | Direct contact details provided by WG with the consent of participants. | Purposive sampling – all relevant staff have been approached. | Yes for external staff who join the EAP (paid by bank transfer). |
| All successful applicants in S2 and S3 | Online survey | Survey link to be shared by WG | Link sent to all successful applicants in S2 and S3 | No |

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| Strand 1 project leads (ALBs) | Interviews (7) | Direct contact details to be provided by WG with the consent of participants. | All ALBs interviewed | No |
| Strand 2 project leads | Interviews (10) | Direct contact details to be provided by WG with the consent of participants. | Selection of 10 project leads (purposive sample to target a broad range of projects – discussed with steering group) | No |
| Strand 3 project leads | Interviews (15) | Direct contact details to be provided by WG with the consent of participants. | Purposive sample to target a broad range of projects – discussed with steering group. | Yes - £50 online shopping voucher |
| People working within organisations who received training (from funded projects) strands 1 and 2 | Online survey | Survey link sent to relevant staff by funded project leads. | Purposive sample to target staff who received training as part of the funded projects. | No |
| People from Black, Asian or ethnic minority backgrounds who were employed/commissioned as part of the funded projects. Strands 1 and 2 | Online survey and interviews with 6 people. | Survey link and interview invite sent to relevant people by funded projects. | Purposive sample to target staff who were employed/commissioned as part of the funded projects. | No for survey Yes - £50 online shopping voucher for interviewees |
| Community groups who worked with the funded projects to help them deliver or design. Strands 1 and 2 | Online survey | Survey link and interview invite sent to relevant people by funded projects. | Purposive sample to target community groups who worked with funded projects. | No |

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| People who took part in funded project activities. Focus on strand 3 but also to include some from strands 1 and 2. | In-person and virtual workshops with existing groups. | Arranged through funded projects. | Purposive sample of people who engaged with funded projects. | No |
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Appendix 7: Evidence of funded projects meeting ArWAP Goals and Actions, Strand 1 and 2

Goal 1: Leadership

Overview

Strand 1 - One organisation described contributing to this goal, and actions within this goal.

Strand 2 - Nine organisations described contributing to this goal, and the actions within this goal. [See note below about possible challenges in linking activities to this goal as the goal is worded to suit internal activities by arms-length bodies.]

Action 1: Adherence to principles

Strand 2 - One organisation described activity relating to this action, namely National Governing Bodies teams completing a redrafting of anti-racism policies and procedures.

Action 2: Training

Strand 1 - One organisation described specific activity relating to this action, accurately linked to the Action, e.g. anti-racist training

Strand 2 - Four organisations described activity relating to this action, e.g. anti-racist training for the sector or intended for the sector, upskilling of grassroots groups. One of these originally put their sector anti-racist training in the 'Celebrating Diversity Section' (moved here, alongside similar activities).

Action 3: Personnel diversity

Strand 1 - One organisation described specific activity relating to this action, accurately linked to the Action, e.g. org action plan and Good Practice Guide to Inclusive Recruitment for the sector

Strand 2 - Three organisations indicated that they had contributed to this action, in all cases being a 'loose' fit. For example:

- One organisation emphasised the importance of leadership change during their training course to support decolonisation of collections (the project also mentioned that this wasn't a direct goal of their project).
- Another organisation used this action to highlight that they are a Black-led organisation with diverse personnel.

Another organisation's example for this action was employing a person from a global south background as Project Officer and providing paid opportunities for three researchers with lived experience (all these roles were temporary).

Action 4: Diverse recruitment approaches

Strand 2 - One organisation describes activity relating to this action: a reverse mentoring programme that had encouraged organisations to review recruitment and development strategies to attract and retain diverse talent.

Another two organisations indicate activity for this action but, again, this is a bit of a 'loose fit':

- One describes how they 'actively tried to recruit project managers with lived experience to ensure the success of the project' [CW: I'm assuming that they didn't manage to do so].

The other (the same organisation as in Goal 1) emphasised the importance of a diverse workforce during their training course to support decolonisation of collections (the project also mentioned that this wasn't a direct goal of their project).

Action 5: Handling discrimination

No organisations included this action

Goal 2: Funding

Overview

Strand 1 - One organisation described contributing to this goal, and actions within this goal.

Strand 2 - Four organisations described contributing to this goal.

One clearly stated the action that activities were related to while two projects provided descriptions that could easily be linked to an action.

One organisation stated the goal but gave no examples.

Action 2: Increased access to funding

Strand 1 - One organisation described specific activity relating to this action, accurately linked to the Action, and providing evidence, e.g. Community Investment Adviser in place.

Strand 2 - Two organisations describe activity relating to this action.

One organisation (a multidisciplinary hub) had successfully supported grassroots organisations to access funding.

The other organisation describes that an indirect outcome of the project was advising some museums on how to gain funding while delivering their training course to support decolonisation of collections.

Action 3: Co-design and collaboration between orgs and funders

Strand 2 -One organisation (a sport organisation) describes activity relating to this action, i.e. they had worked with funding bodies to co-produce bids from small or Black, Asian or minority ethnic -led organisations to improve outcomes for Black, Asian or minority ethnic groups.

Action 4: Ringfenced funding for grassroots supporting racially minoritised group

Strand 1 - One organisation described specific activity relating to this action and provided evidence, but used different wording, e.g. "Support the participation in active lifestyles of women and girls from Black, Asian or minority ethnic groups, taking account of intersectional disadvantages, languages and the most disadvantaged groups".

Strand 2 -One organisation describes activity that broadly fits with this action as the project was based on ringfenced funding, i.e. a large ArWAP grant that was distributed through small grants of £2000 to Hub grassroots organisations over three years.

Goal 3: Celebrating Diversity

Overview

Strand 1 - Three organisations described contributing to this goal.

One linked project activities generally to a goal while two linked activities accurately to an action.

Strand 2 - Eleven organisations described contributing to this goal and 10 of these clearly describe activity relating to the actions within the goal, i.e. through their own descriptions of activities.

In addition - two sporting organisations mention activity related to this goal (addressing underrepresentation). As there is no other action that fits their sector, this has been included here.

Action 1: Co-designed activities to engage minoritised groups to celebrate identity

Strand 1 - Two organisations linked activities accurately to this action. One gave an example of the activity linked to the action, while the other did not – they just stated the action in the text box (although there is evidence of this action in the report).

Strand 2 - Ten organisations describe activities that contribute to this action. Another organisation links activities with this action but there is no mention of co-production, e.g. only describes bringing people together for an activity to celebrate identity.

Action 2: Overtly anti-racist marcomms

Strand 2 - Two organisations link activities to this action, although one had only just started to look at anti-racist marcomms.

Action 3: Anti-racist sector producing diverse content and provides creative opportunities in front of and behind camera

No organisations – this might be due to this action being related to Creative projects

Action 4: Addressing underrepresentation in creative industries

Strand 2 - One organisation used this action to put across that they have increased accessibility for disabled participants and audiences, i.e. broadened the action from being specific to Creative industries.

Two Sporting projects, both increasing participation in sporting activities from diverse communities, have been added here (due to addressing underrepresentation).

Goal 4: The Historical Narrative

Overview

Strand 1 - 5 organisations (2 of these organisations are a joint project) described contributing to this goal, and actions within this goal.

Strand 2 - Nine organisations described contributing to this goal and clearly describe actions within this goal (again, mainly through their own descriptions of activities).

Action 1: Decolonise public spaces and collections (recognition of historical injustices)

Strand 1 - Two organisations (one joint project) link activities accurately to this action and provide an example. Another organisation links activity to this action but rewords the action

to fit specifically with revising/updating articles to deliver a balanced, authentic and decolonised account of the past – with examples provided

Strand 2 - 9 organisations provide examples that clearly link to this action.

Action 2: Centre racially minoritised experiences and histories. lift barriers to access heritage sites

Strand 1 - Four organisations (two are a joint project) describe activities contributing to this action. Three (two are a joint project) accurately link activity to the action and provide examples. Another organisation rewords the action to fit their activity, i.e. omitting the first sentence relating to accessing heritage sites and cultural collections and focussing on the 'telling of stories through the lens of Black, Asian or minority ethnic people's experiences' element of the action. No example is given in the text box, although evidence supporting this action is clear in the report.

Strand 2 - 7 organisations describe activities contributing to this action (this includes the organisation who merged the action with another goal – mentioned on the left).

Action 3: Redesign of historical narratives reviewed and reported on

Strand 1 - Two organisations (one joint project) link activities accurately to this action and provide an example.

Strand 2 - Two organisations describe activities as linking with this action. However, in both cases they limit the description to fit with the outcome of paying people appropriately for their time and experience.

Goal 5: Learning about our cultural diversity

Overview

Strand 1 - Two projects (from the same organisation) describe contributing to this goal. One project links accurately to an action in this goal while the other project makes a general comment that covers the elements of both actions, e.g. mentioning the uncovering untold stories, using a combination of social media and providing a resource for schools, colleges and universities and researchers – also providing examples.

Strand 2 - 6 organisations described activities related to this goal and the actions within that goal.

(See comment below about an organisation that blended this goal with the Celebrating Diversity goal, although descriptions made it clear what actions were connected to activity).

**Action 1: Online content recognises diversity and seeks to improve visibility.
Supporting engagement with racially minoritised groups**

Strand 2 - Four organisations describe activities that clearly link to this action. One, the organisation who re-wrote the goal so activity could be linked across two goals, includes bilingual educational materials.

Action 2: Embed and link stories of racially minoritised groups within existing educational resources

Strand 1 - One project links activities accurately to this action and provides an example.

Strand 2 - Five organisations describe activity that clearly links to this action.