

Learning Development Innovation Fund (LDIF) Toolkit



Easy read version



The Innovation fund is a new way to fund good ideas.



This book is a guide to help you support groups to come up with new ideas that make peoples lives better.



We call this book a toolkit.
It is full of ideas and ways to help to make the new fund work for you.

Who is the toolkit for:



- Regional Partnership Boards
- Local Authorities
- Volunteers
- Carers

Background



LDIF was started by the Regional Improving Lives Partnership (RILP)



RILP is a partnership for:

- local authorities
- the health board
- and people with learning disabilities and or autism.



It covers Pembrokeshire, Ceredigion and Carmarthenshire.



The Innovation Fund was led by the Dream Team supported by Pembrokeshire People First and Carmarthenshire People First.



The Dream Team and RILP made sure the Innovation Fund was coproduced.



In 2019 RILP gave funding for Pitch your Project. People with learning disabilities put forward new ideas that suited them.



Ideas like come dine with me a chance to cook and socialize together.



The funding was decided by a panel of people with a learning disability.



The Innovation Fund started from all the experience RILP got from this.

Who's Who

The West Wales Structure



West Wales Care Partnership (WWCP)

Works across West Wales to make sure the local authorities and health board are working together for health and social care.

WWCP supports the Social services and well beings Wales Act 2014



Llywodraeth Cymru
Welsh Government

Funding for WWCP and LDIF was from the Welsh Government's Integrated Care Fund (ICF)



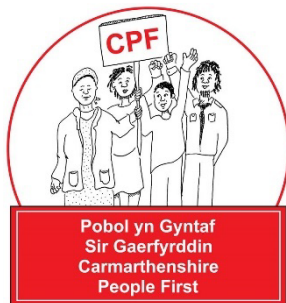
LDIF was managed through RILP which is co-chaired by people of The Dream Team.



Pembrokeshire People First (PPF)

A charity run by and for adults with learning disabilities and/or neuro divergent people

www.pembrokeshirepeople1st.org.uk



Carmarthenshire People First (CPF)

A member led and focused advocacy and training agency

All members are adults with a learning disability, difficulty and/or neuro divergence.

www.carmarthenshirepeoplefirst.co.uk



Our Voice Our Choice (OVOC)

A self advocacy group in Ceredigion for people with learning disabilities and is member led

www.facebook.com/Ourvoiceourchoiceredigion



The Dream Team

A group of people with learning disabilities and/or neuro divergence from Pembrokeshire, Carmarthenshire and Ceredigion

They work hard to make sure people have a voice and are included in decision making meetings.



The Dream Team gives feedback to RILP.

The West Wales Learning Disability Charter



'People with learning disabilities want the same things as everyone else does'



The Dream Team uses the Charter in all things that happen for LDIF



The Charter looks at support, health and relationships

It's about having a social life, feeling fulfilled and being treated with dignity and respect



Tip: To make the most of any learning disability charter or similar in your area, use it and review it often!

LDIF Facts and Figures



LDIF was coproduced. They worked with the partners and the people they support.



It gave grants for people with learning disabilities and/or neuro divergent people to come up with new activities.



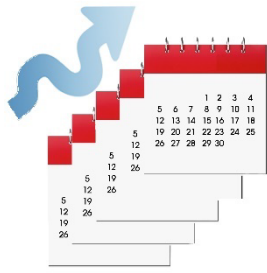
A total of £176,529 was given out.



People who applied sent in a film explaining their project in Round 1 and spoke about it in person for Round 2



It encouraged new projects that could be tested within the time of the grant money



Projects that went well could apply for Round 2 funding so they could develop over the next year



LDIF sharing a 'can do' way of thinking helped people with skills and confidence while working together



Everyone was involved with:

- Developing and making applications
- Presenting to the panel
- Delivering the projects



The panel that decided who got the grants was made up of Dream Team members



Funding and admin was organised by PAVS



Learning:



The Funder - Must believe in the way things are done and commit to giving money



The Applicant - People with a learning disability presenting things in their own words



The Assessor - A trained panel of members to assess applications (like The Dream Team)

Designing the LDIF Application Pack



The partners had worked well together before so this was easy to build on.



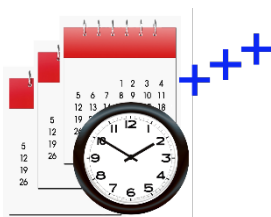
LDIF needed a range of skills like reading, taking in information and understanding money.

An 'easy read' application form. It has a light blue background and a white border. At the top left, there is a small icon of a person and the text 'easy read'. The main heading says 'Please fill in this easy read form'. Below this are three sections, each with a small icon and a label: 'Your name' with a person icon, 'Address' with a house icon, and 'Phone' with a mobile phone icon. Each section has a white rectangular box for writing.

They worked with PAVS to make the application form which was made into easy read.



We planned how long each stage should take. We made sure everyone had enough time.



Some things cost more and took more time but was a valuable experience for all.



Learning:



- Get a third sector support agency involved
- Allow time for easy read translation
- Allow time for everybody to understand for better applications
- Make sure there is enough time before deadlines
- Make sure you have people's permissions before filming
- Make sure there is a simple way of uploading the films

Application Pack Launch



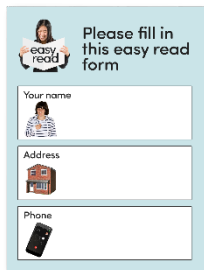
LDIF was launched by the Dream Team and used social media and other's networks to reach hundreds of groups across the 3 counties

The Application Process



Groups had 1 month to send in applications

They would have had longer but there was limited time because of the grant



Please fill in this easy read form

Your name

Address

Phone

Applications were in easy read so it was accessible and everyone had the same information



PAVS kept a record of organisations who asked for application packs

PAVS, CAVS and CAVO gave advice for people applying



An online Question and Answer session was held with the people in charge of the grant

Choosing the LDIF Assessment Panel



The panel was made up of Dream Team members, 2 from each county.



They came to meetings, had training and read through applications



Panel members were paid which increased the feeling of responsibility



Pembrokeshire People First and PAVS gave training on confidentiality and respecting each other's opinions.



Training and support was given on computers.

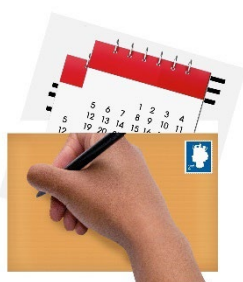


'It is important that we can speak for ourselves and have time to think and answer'

Application Assessment



PAVS looked after the applications



When an organisation sent an application PAVS sent a letter. The letter told them what was going to happen next.



Making sure everyone knew what was going on was important.



PAVS spoke to everyone who had a question. They offered support and help to groups who applied.



When the deadline was passed PAVS checked that the applications met the rules:

- Have a bank account
- Were constituted this means properly set up organisation.



In the first year groups needed to send a short film about the project.



In year 2 there were presentations over Zoom.



Tip: you need to make sure meeting places are good for everyone. Think about things like strong lights and access.

Stage 1 shortlisting panel



We made a score card. This was coproduced to make sure it was accessible.



The applications were sent to panel members to score.



Tip: make sure the scoring sheet is easy for everyone to fill in. make sure its big enough, think about using symbols.



Panel members had an online shortlisting meeting.



The meeting took 3 hours. We had 12 applications. We had comfort breaks.



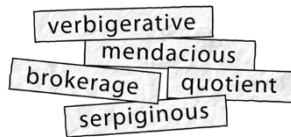
It was important to take time this helped:

- People know their roles and responsibilities
- Make everyone comfortable
- Plan for the main meeting



Panel members were confident in their roles, they:

- Asked for more information
- Could see through any jargon
- Spotted when an application was written about people with a learning disability not by them.



Some groups had to send more information.

We asked some groups to talk to the panel.

All groups needed to make a film.



Stage 2 Panel meeting



Before the panel meetings PPF spoke to the members to make sure they were ok with everything.



It is important to make sure you work with individuals how they want to. You need to think about the best way of talking to them, this could be:

- Phone
- Email
- Text



This can take longer. You need to plan for this.



Everyone was excited for the online panel meeting.



We made sure everyone was ready for the meeting.



A panel member had not been part of the short listing panel. This meant she could not do the full panel as it would not be fair.



The meeting was chaired by a dream team member



We reminded everyone that they must say if they have an interest in any of the applications.



Panel members assessed the applications. Some had a film and extra information.



Each application was marked for:



- A new way of supporting people



- Coproduced by people with a learning disability or autism



- Show real benefits for the community



- Be happy to share what they have done



- Be good value for money

What we found at the meeting



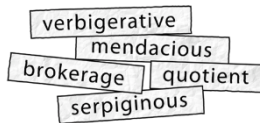
Some groups made good films. This gave people confidence.



Film making took time but was worth it. Films helped show ideas and how important they were.



Applying for a grant seemed easier for more informal groups that were more member led. Members were better at speaking up.



Applications by groups were more professional. Panel members were good at working out jargon.



PPF and PAVS supported Dream Team members to think about money. They helped panel members ask how the money was going to be spent.



The meeting was professional and supportive.



The meeting was reminded about the difference between nice to have and need. This was because an application did not meet the rules.



A panel member had extra time as she felt jumbled making decisions.



A panel member was thinking about the future and asked what the group was planning after the funding.



It took time for the panel to understand each project. They asked one group for more easy read information.



They asked for more information and then voted to make a decision.



Panel members needed to be able to tell groups why they had made a decision. They needed to show they understood and had made a clear decision.



The making decisions this way showed how important it was to stick to our rules and for people with learning disabilities to part of the groups and applications.



What the team said about being on the panel

‘some were really clear but others were over complicated and we had to ask them to do a new video before we made a final decision.’

‘some projects didn’t seem to keep in mind that the panel has Learning Disabilities as they used big words and long-drawn-out explanations.’

‘Seeing a video is much better representation of the person or organisation speaking than a piece of paper!’

‘We were fair in our judgment and we supported most projects and offered alternatives to some we disagreed with...we thought really hard and discussed each choice thoroughly.’



Some comments will help future panel members

“I think we need to be stricter but fair, and everyone needs to speak, we had a good number of silent board members”.

“two panel members seemed to carry the same opinion to each other throughout.”

Some demonstrated a good understanding of the fund's context:

“I become a member of panel to help projects run by PwLD get up and running and see what they would come with. I also wanted to see if all projects were new and making a difference within the community.”

“The scoring system was good and made the panel think about each project separately and making sure each project was fitting within a section of the Charter”.

“I have never felt so accepted and being panel member helps me understand my importance”



Learning:



- avoid jargon use Easy Read
- really hearing as well as listening
- patience and courtesy: putting people at their ease
- being open-minded: appreciating skills e.g. technical
- avoiding bias: how 'people with disabilities' are treated

Follow the Learning Disability Charter!

Monitoring and evaluation



This section tells you are we supported and checked the groups we had funded.



Projects were offered support while they were running.



We sent them a message asking how they were doing and telling them what support we can offer.



Groups were asked to promote the new work and tell people they were funded by LDIF.



LDIF helped more people find out about all the projects.



Projects found ways to link with each other.



Panel members took part in Podcasts about LIDF and the projects.



WWLDshow is supported by Barod CIC with LDIF funding.

You can find out more here:

www.wwdhsow.wales



At the end of the funding all the groups wrote a report about what they had done and what money they had spent.



The reports were looked at by the Dream Team.



What groups said about the fund

'We are a member-led group and were able to include our members in the application process and consequently provide them with some life skills which they desired.'

'It gave people choice over what they wanted to do, who to invite. It helped to interact with members of the public and to help people. It gave opportunities for peer-to-peer support.'

'Our participants were able to try new things like circus skills, costume making, dance and make up...to come together to make new friends and work towards a big performance together.'

'the joy that performing brought to them was simply unmeasurable. Parents and support were very emotional with how much the project had meant to them and how it has raised their confidence.'

'We and those with Learning Difficulties enjoyed creating a film. It was also used on social media which had an overwhelming response attracting others to our work.'

'Our LD project is up and running and everyone is absolutely loving it! It's one of the most rewarding projects I've been involved with in my time with the group to be honest. So innovative and empowering for all involved!'

'We started thinking we wanted adults with LD to take part in activities on an equal basis with other members of the community, and found that, not only did they do this but they ran the project, looked after all the visitors, and made sure the visitors were involved on an equal basis.'

'More consideration needs to be given to community groups which do not have paid staff or offices with access to digital facilities. Where an applicant is a community group run by volunteers with learning disabilities, more support should be provided to ensure these groups can fully participate in the entire process. These groups may possess some great ideas but lack the support to put things in motion.'



Learning:



- Groups applying had very different skills. We think we need to do more support, this will need more funding.
- More time and support should go to help groups that work with their members.
- Groups that have a lot of staff and money need to give the people who use their service more time to speak up.
- Good ideas and things that work well need to be shared with everyone. This will show how working together is better.

Dream Team final report



In May 2022 the Dream Team looked at the round 2 reports.



They were supported by:

- Pembroke People First
- PAVS



The Dream Team wrote a report for RILP.





Some of the things from the Dream Team report:



“I would like to see [an example] of the surveys they used with members”



“They did really good for the money”



“I’d like to see a story from someone with disabilities and how they found it, and what they gained.”



“You need to ask us before you change how you spend money.”



“There was training in the bid, and it wasn’t mentioned on the monitoring. Did it happen?”



Re Arts Care cabaret project:

“People with disabilities want to do the same things as everybody else.”

“It gave participants a really fantastic experience.”

“The whole community can see what people with learning disabilities can do.”

“It shows there are other ways you can do things.”



“It’s giving people more skills, especially communication – taking them out of their comfort zone but into a safe space”

“It shows people ‘outside of our bubble’ what people with learning disabilities can do.”



PARC MAENOR
SCOLTON
MANOR PARK

WOW film project

“Great to see people getting paid for their work on this.”

“Really enhancing and skills building.”

“It shows people’s ability to do stuff.”

Scolton Access Project

A panel member who had recently visited Scolton – a local authority recreation park and exhibition area said:

“I felt welcomed there.”

“It shows people with learning disabilities can run things”

“Makes people feel they are part of a team.”