



Spirit 2012 Final Evaluation Report

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1. Introduction

1.1 Report purpose

This final evaluation report has been produced by independent company, Cwmni CELyn who was commissioned in 2019 by Canolfan Gerdd William Mathias to develop an evaluation framework for the Canfod y Gân project, in line with the requirements of funders - Spirit 2012. This report will outline the evaluation process, the findings, conclusions and lessons learnt from the project.

1.2 Canolfan Gerdd William Mathias - Background

Canolfan Gerdd William Mathias (CGWM)¹ offers tuition of the highest standard on a wide range of instruments and voice in Caernarfon, Denbigh and Ruthin. Every week, hundreds of students of all ages come to have lessons with their experienced team of tutors. Alongside this, CGWM runs a variety of community projects targeting various age groups and abilities which includes:

Camau Cerdd (Steps in Music) - a project developed in collaboration between Canolfan Gerdd William Mathias and one of their musicians for children aged 6 months to 7 years. The sessions embrace the concept that music has the potential to empower the body and brain, developing literacy and communication, emotional intelligence, numeracy, coordination, memory and social skills.

Hidden Talents (Doniau Cudd) is a creative music project for adults who have learning disabilities. The project was established in 2003 with the support of Arts Council of Wales and Gwynedd Council Social Service Team after it was brought to our attention that once young people who have learning disabilities left school where music was an important part of their education, there was very little opportunity to take part in music activity.

Caernarfon Community Orchestra: A community orchestra for adults who have started instrumental lessons later in life, or those who have had tuition in the past and would like to start performing again within and ensemble with like-minded people.

Sgwrs a Chân (Song and a Chat) is a project established in 2016 in partnership with Gwynedd Council's Community Arts Unit. An opportunity for older adults to get together to socialize and sing over a cuppa or to sit back and enjoy listening to the singing.

CGWM also organises the Wales International Harp Festival and the Wales International Piano Festival.

CGWM is a member of the Arts Council of Wales' Revenue Portfolio and receives support from Gwynedd Council's Strategic Fund for the Arts, the Friends of CGWM and various other funders and sponsors.

¹ <https://cgwm.org.uk/en/>

1.3 Canfod y Gân – Background

Canolfan Gerdd William Mathias (CGWM), in partnership with Gwynedd County Council Social Services' Adult Learning Disability Team, were delighted to secure funding from the Spirit of 2012 Music Challenge Fund² to deliver a three-year programme between 2019 and 2022. The vision and aims for the project include:

Vision: We believe that every person has a song to sing and that every person deserves the opportunity to discover and share their song.

Aims: Canfod y Gân aims to transform lives through music by bringing disabled and non-disabled people (aged 16+) together to participate as equals in regular music activities where all members participate alongside each other, introducing, sharing and developing their strengths and musical interests. Over time, music will facilitate interaction and participation between all members, thus discovering and sharing their song. The project aims to:

- *improve mental health and wellbeing,*
- *improve social connectedness and issues surrounding social isolation and loneliness.*
- *change the perceptions of individuals and the wider community towards disability*
- *increase the pool of musicians who are confident facilitators of integrated and inclusive music sessions for disabled and non-disabled individuals in Gwynedd.*

The project was to be delivered from the end of April 2019 onwards. The intention was that three groups would meet every fortnight in Harlech, Pwllheli and Caernarfon area. Then every six months, the groups would perform publicly either in their community or in music festivals locally and/or nationally.

The aim was that each group would consist of disabled and non-disabled members, support staff, volunteers and two music tutors, who would all be encouraged to create, improvise, perform and socialize together regularly. Disabled members would be referred through Gwynedd Council Learning Disabilities Team, alongside Derwen who refer individuals who are transitioning from the children's service from 16-18 years old, who are also looking for more age-appropriate activities that cater for their interest in music, and the therapeutic effect such activities have on mental health and wellbeing. The non-disabled members and volunteers would be sought from the student database at CGWM, targeted recruitment through social media, local volunteering networks and word of mouth.

The Theory of Change for Canfod y Gân can be seen in **Appendix 1**.

2. Methodology

2.1 Difficulties

² www.spiritof2012.org.uk

The unforeseen Covid-19 pandemic meant that the monitoring and evaluation plan had to be adapted to reflect changes to the project. We were also conscious of the need to ensure that delivery staff and members were not put under too much pressure in terms of evaluation reporting, during a very challenging period. For example, we were not able to distribute the surveys as intended and ensure that they were completed at various interval points. As a result, the monitoring and evaluation plan was adapted to reflect what was possible and realistic.

2.2 Research Questions

The evaluation brief required that the following key questions to be answered through the evaluation process:

Wellbeing

- To what extent do the individuals feel more confident in taking part in musical activity?
- Do individuals feel happier since starting the project?

Mental Health

- Has participants mental health improved since taking part in regular musical activity?

Perception of disability

- Have people's perceptions of what the individuals with disabilities can achieve and their contribution to society changed?

Impact on musical tutors

- Are tutors more confident and appropriately skills to provide integrated music for participants with learning disabilities and participants without learning disabilities?

In addition, the evaluation will be looking at management and governance arrangements as well as any other further or unexpected findings.

2.3 Research Methods

The monitoring and evaluation plan was developed in collaboration with the client Canolfan Gerdd William Mathias (CGWM) and partner, Gwynedd County Council Social Services' Adult Learning Disability Team. Our aim was to ensure that the methods proposed would meet Spirit 2012's requirements but remain as practical as possible, inclusive, accessible and tailored to the needs of the stakeholder groups. Baseline data was collated as early as possible, then followed by monitoring data at 6 monthly intervals (where possible) through the following methods:

- Surveys, this included an easy read version for people with learning disabilities (Example in **Appendix 2**)
- One to one interviews
- Focus groups
- Observations
- Pen pictures
- Tutor diaries

We have also reviewed all monitoring reports submitted to Spirit 2012 by CGWM.

3. Findings

The findings section has been shared into subheadings, which reflect the research questions.

3.1 Participant and volunteer numbers

The total number of Canfod y Gân participants are as follows:

Participants	Level 1 : Inspire	Level 2 - Audiences	Level 2: Engage	Level 3: Enable	Level 4: Empower	
	Online engagement	audiences at performances and events	participants in sessions, concerts and events	Project Total	Project Total	Totals
Project total	7139	592	111	51	1	7894
Total engaged up to 1 year				14		14
Total engaged 1 - 2 years				11		11
Total engaged 2 years +				26	1	27

Volunteers				Level 2: Engage	Level 3: Enable	Level 4: Empower	
				Total no. reached to date	Total no. reached to date	Total no. reached to date	Totals
Project total				11	4	2	17
Total engaged up to 1 year					3	1	4
Total engaged 1 - 2 years					1		1
Total engaged 2 years +						1	1

LEVEL 3&4 ONLY		Participants	Volunteers
8-14 years		0	0
15-25 years		10	2
26-64 years		40	4
65+ years		2	0

Disabled		46	0
Non-disabled		6	6
Asian/ Asian UK		0	0
Black/ African/ Caribbean/ Black UK		0	0
Mixed Ethnicity		0	0
Other ethnic group		1	0
White		51	6
Male		26	2
Female		26	4
Other		0	0

3.2 ONS Wellbeing Outcome Indicators

To report on the ONS Wellbeing Outcome Indicators, we developed surveys which would collate the required data. This included an easy read version for participants who have learning disabilities. The original aim was that the surveys would capture each individual's journey throughout the project including at baseline, mid-point and end point. The surveys would be distributed at the start of the sessions by Canfod y Gân project staff, individuals would then be able to complete themselves or with the help of staff or parent / carers.

We encountered several difficulties with the surveys:

- a) Some participants were hesitant to complete a survey or simply did not want to, as they were so eager to talk to their friends and start their Canfod y Gân session!
- b) Some participants did not complete the full set of surveys, e.g. completed a baseline survey but not an end survey or vice versa mainly due to starting or stopping during the Covid period when sessions moved online and it was not possible to carry out the questionnaires.
- c) Social care partners felt that qualitative methods (e.g. pen pictures, focus groups, interviews, observations) would be more accurate and would allow to explore the experiences of members in greater depth than permitted by quantitative techniques particularly for people with more profound learning disabilities or more severe communication or neuro-diversity impairments. People with these types of impairments may prefer the flexibility associated with qualitative methods, where they were able to share experiences in their own words rather than answering according to pre-defined response categories in a survey.
- d) Some concerns have been raised throughout the project about the reliability of the survey data. During the process of completing the baseline surveys, staff reported that some individuals had potentially scored themselves higher across the wellbeing questions, despite their knowledge and experience of working with that person to suggest that they had lower levels of happiness

than reported. However, at that particular moment of filling in the questionnaire, the general excitement of attending the session could have been one reason for the possible elevated scores.

- e) We found that some quantitative responses within surveys were inconsistent with actual qualitative comments provided e.g., those who scored themselves low on wellbeing, noted in the qualitative comments that they loved coming to the sessions and how good they felt by attending.
- f) We observed that members seemed to struggle with putting numerical values on their feelings (happiness/worry). Many would concentrate on events that may have happened on the day and would have trouble looking at the wider picture and their general happiness.
- g) Some of the survey responses were contradicted by other qualitative methods, such as observations of the overall impact the sessions were having on the disabled participants, as reported by the individuals themselves, tutors, social care staff and parent carers. For example, some individual surveys scored low on wellbeing, although there was plenty of qualitative evidence throughout the duration of the project of the positive impact that Canfod y Gân was having on their health and wellbeing.
- h) Non-disabled participants were also asked to complete surveys, however the survey responses were low and so we could not generalise.

Considering the caveats and difficulties mentioned, the overall end term survey results were positive for disabled participants in comparison with the baseline, however we must emphasise that a lower number of participants completed an end survey compared to baseline:

A – Wellbeing

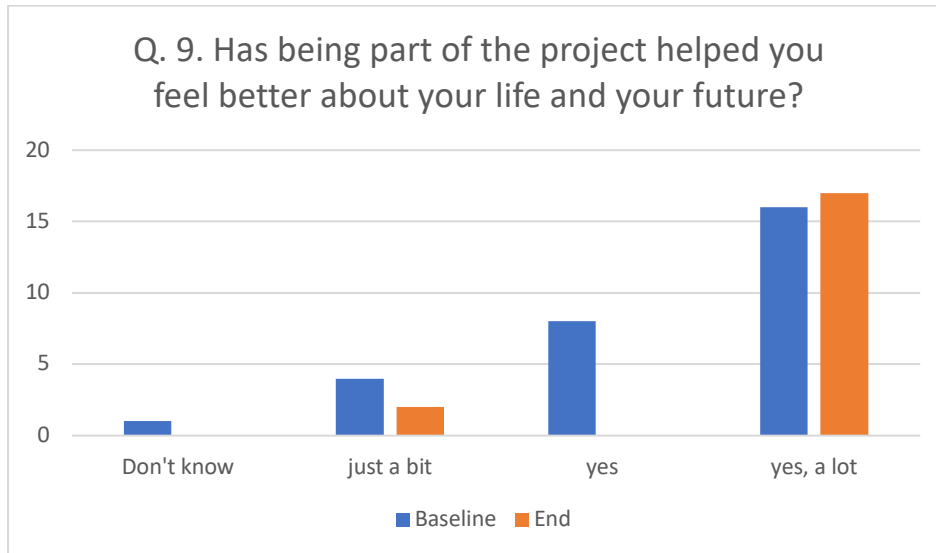
In relation to overall feeling of wellbeing people were asked to respond to the questions, scoring them from 0-10 with 0 being low and 10 high. They were asked:

1. How happy are you with your life? (Q5)
2. Do you feel that the things that you do during the day are worth doing? (Q6)
3. How happy did you feel yesterday? (Q7)
4. How worried did you feel yesterday? (Q8)
5. Has being part of the project helped you feel better about your life and your future? (Q9)

	Baseline		End		+/- change	% change
	No. responses	Average score	No. responses	Average score		
Q. 5. How happy are you with your life?	30	8.1	19	8.7	0.6	6
Q. 6. Do you feel that the things you do during the day are worth doing?	30	8.4	19	9.5	1.0	10
Q. 7. How happy did you feel yesterday?	29	7.8	19	8.5	0.8	8

Q. 8. How worried did you feel yesterday?	29	4.6	18	1.8	-2.7	-27
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Spirit 2012 identifies any responses of 7 or above as positive, meaning the wellbeing, happiness and confidence levels of participants would have been high at that particular moment. In comparing baseline with end, we can see a positive increase in feelings of happiness, feelings of worth and people feeling less anxious (27%) as a result of the Canfod y Gân project.

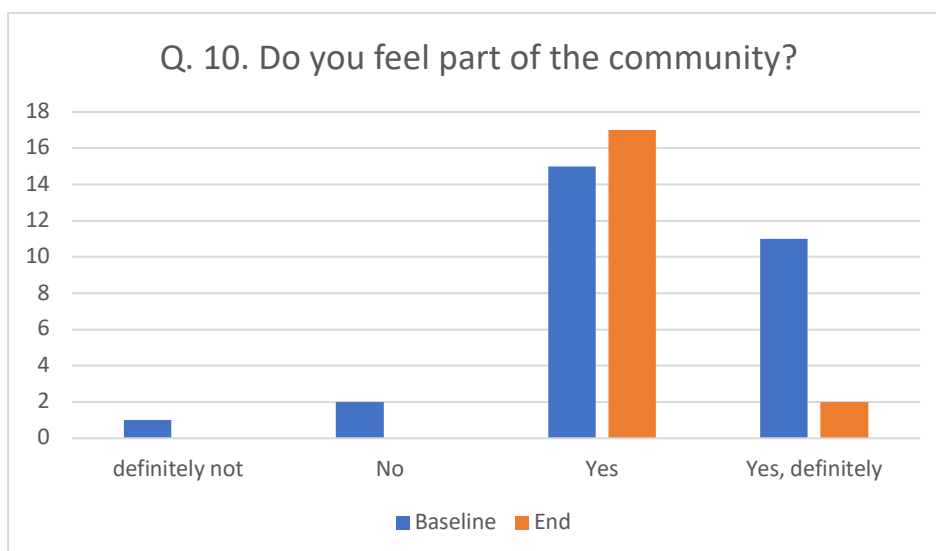


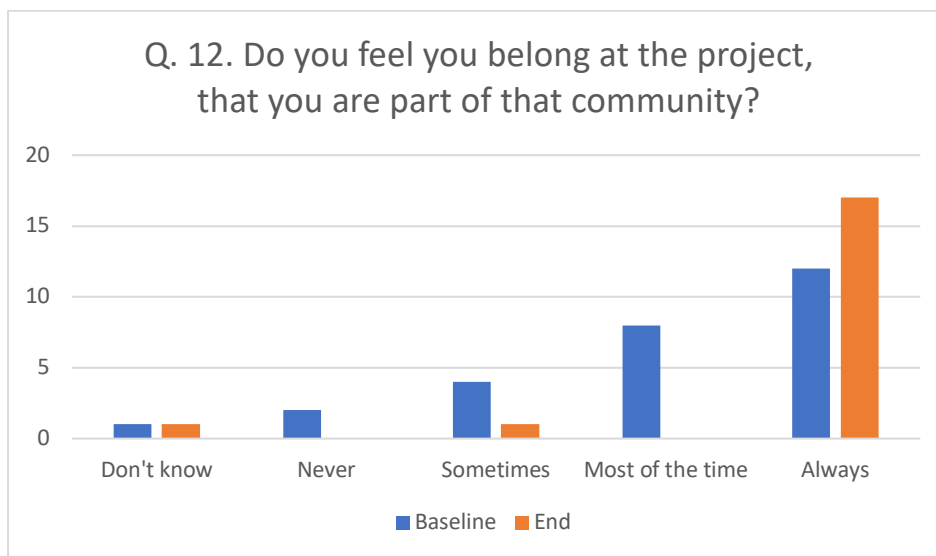
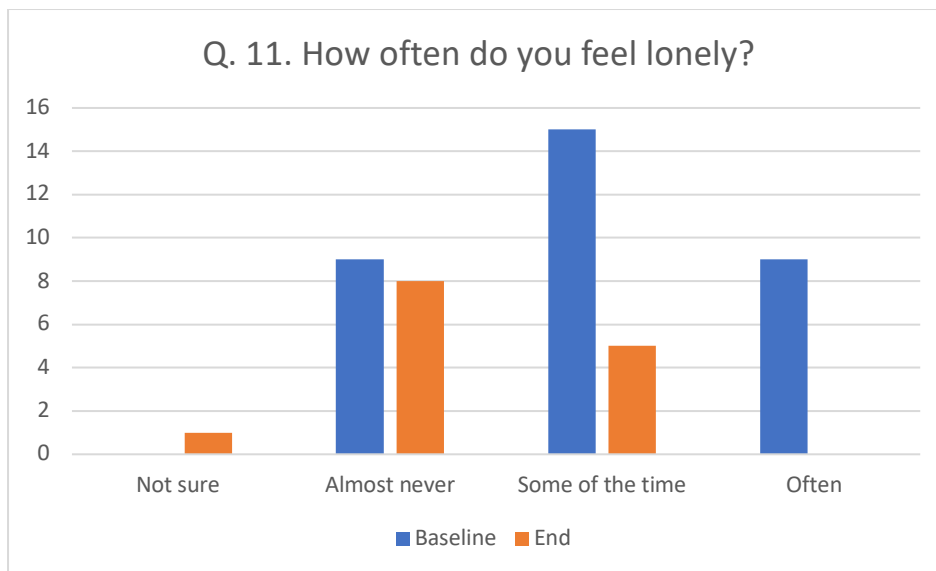
In relation to question 9, again there was an increase in people feeling that being part of the project had made them feel better about life and their future.

B – Social Connectedness

3 Questions were asked around social connectedness:

1. Do you feel part of the community? (Q10)
2. How often do you feel lonely? (Q11)
3. Do you feel you belong at the project and that you are part of that community? (Q12)





We can see that, comparing with baseline, by the end of the project - more people felt part of the community and feeling that they belonged at the project, there was also a striking decrease in the number of people who were feeling lonely most of the time.

3.3 Wellbeing and Mental Health – Qualitative

- ***To what extent do the individuals feel more confident in taking part in musical activity?***
- ***Do individuals feel happier since starting the project?***
- ***Has participants mental health improved since taking part in regular musical activity?***

From the evidence collated, it is clear that the project has had a positive impact on people's mental health and wellbeing. Individuals reported that they felt happy during and after the sessions, this was also observed through the various research methods we used. There were also regular requests from members to have more sessions and comments that they did not want the sessions to end. There are also various examples of the project being part of at least four individual care packages, as it formed an important part of their lives and of promoting these individuals'

independence, health and wellbeing. The project delivery staff reported that they were sometimes invited to 'care review meetings' as they knew the individuals so well and were able to report on the positive impact that the project was having on their lives. On a few occasions project staff contacted Social Services team to share observations about a deterioration in an individual's health, which would trigger a social care review.

Although the Covid-19 pandemic meant that face to face sessions had to be halted, the online sessions gave people the opportunity to continue. Some were observed as being more confident in their own homes, especially when it came to performing individually.

"The sessions had such a positive effect on people's social skills and socialising. Learning to be patient and listening to others definitely improved as we went along and I am really proud of that" [Tutor]

"The project has been so successful in terms of it's impact on people's health and wellbeing that the learning disabilities team are funding the sessions to continue as they see it as an important part of people's lives". [Social care partner]

"I enjoy coming to see my friends and make music" [Member]

"I want the sessions every week" [Member]

"The sessions make our daughter feel so happy, she has made new friends and her social skills has developed so much. It is also great to see her have some independence" [Parent / carer]

"There is a real sense of belonging, a shared love of music brings the group together and it's great for people to make new friends" [Parent / carer]

"I don't want the sessions to end, they make me happy" [Member]

"The sessions are brilliant, it gives our daughter the opportunity to be part of an inclusive project and be equal with others, she enjoys them so much and she gets so much out of it." [Parent/Carer]

"Many of the participants are keeping in touch outside of the sessions and socialising, this is great to see and all down to the success of Canfod y Gân in bringing people together and creating a shared purpose". [Social care partner]

Case Study 1

A non-disabled person started to volunteer with Canfod y Gân as they had a keen interest in music. The person was unemployed and lacked confidence to begin with and was nervous about attending, however the person grew in confidence and really enjoyed attending the sessions. The person has gone on to full time employment with the learning disabilities team as a support worker, the person is thankful to Canfod y Gân for the experience, which helped him be successful with the job application and has had a positive impact on his life.

3.4 Perception of disability Outcome – Qualitative

- ***Have people's perceptions of what the individuals with disabilities can achieve and their contribution to society changed?***

We spoke to stakeholders such as tutors, parent carers, staff and beneficiaries (disabled and non-disabled) at regular intervals. We also viewed examples of various performances during the project duration. From the evidence collated, it is clear that the project has contributed to changing people's perceptions of individuals with disability and their contribution to society. Stakeholders referred to the performances held as being immensely powerful and having an obvious impact on audiences:

"There is no doubt that the project has changed people's perceptions, that was clear to see in the performances, people were able to see how talented these individuals are". [Tutor]

"I absolutely loved being part of these sessions, it gave me a real feel-good feeling to be part of it and see everyone enjoying themselves and showing their talents" [Social Care partner]

"We were very much equals during the sessions, enjoying the music together" [Social Care partner]

"I have told many after attending Canfod y Gân that I had a smile on my face throughout the session, and that I continued to smile for days! The session obviously has an effect on the individuals wellbeing, but also in my view, the wellbeing of those supporting and observing during the session. I'm looking forward to participating again" [Social care partner]

"I feel that I have been so lucky to have had this experience, and I'm not the only one I'm sure! It was wonderful to see individuals taking part and enjoying themselves. This was obvious from their body language, their contribution and how everyone did not want to leave. I'm sure more of us will want the chance to be a part of this experience." [Social Care partner]

"One of the most enjoyable musical evenings I have ever heard. An absolute privilege to be part of it!" [member of a brass band who performed alongside Pwllheli group in Community event 2019].

"Thank you for the opportunity to appreciate each member's individual talent." [Audience member]

"Lovely afternoon with wonderful talented people." [Audience member]

"It was a lovely evening of wonderful music, friendship and fun. Such Talent! I'm so glad to have been able to share in the event." [Audience member]

"The project has meant that our daughter has something in common with her siblings and she is so proud to tell us about Canfod y Gân, the performances have given everyone something to aim towards and to celebrate their achievement" [Parent/Carer]

As a result of this project, there are examples of members going on to mainstream community orchestra, attending individual music lessons and composing and performing their own music. There is also an example of a non-disabled member (volunteer) who lacked confidence at the time, going on to become an employed support worker for people who have learning disabilities as a result of his involvement with the project. As part of his employment, he is the paid general support worker for one of the area groups.

The project succeeded in bringing disabled and non-disabled individuals together, although project staff reported that the numbers were not as originally intended. It was reported that the Covid-19 pandemic made volunteer recruitment difficult and that it was not possible to target students for example. However, it was also emphasised that this was a learning point as it might have been underestimated at the beginning as to how this would happen. For example, it may not have been appropriate to bring in further volunteers as the groups might be too big and impractical to manage and it would change dynamics. Some disabled individuals required more attention than others and so keeping the groups smaller worked better. It was also highlighted that as the project involved vulnerable individuals, there was some caution needed to ensure that appropriate safeguards were in place to ensure that everyone remained safe, well and supported:

“As a learning point, we overestimated the numbers of non-disabled participants and volunteers we thought we could recruit and include in each session. ; We are working with vulnerable individuals and so making it a totally open process would not have been appropriate As a responsible organisation, we have to minimise risks and ensure appropriate safeguards are in place to support every member, disabled and non-disabled. This is a valuable learning point for us and we feel targeted recruitment is more suitable for this project” [Project team]

“Although the number of disabled participants was low especially during and after Covid, we still achieved the aim of having disabled and non-disabled people creating music together as equals due to the regular participation of volunteers, support workers and tutors.” [Project team]

Case Study 2

An individual with disabilities has gone on to mainstream musical activity. This individual's musical talents were identified early on by one of the tutors, although very anxious and nervous to begin with, with encouragement, this person grew in confidence and flourished during the project. The person has gone on to have further individual lessons and has joined a community orchestra. The music sessions are so important to this person's wellbeing, and this is such a positive and powerful story to share about the impact of Canfod y Gân on people's lives and it's legacy.

3.5 Impact on music tutors' – Qualitative

- ***Are tutors more confident and appropriately skills to provide integrated music for participants with learning disabilities and participants without learning disabilities?***

We spoke to music tutors at regular intervals through one-to-one interviews, we also analysed tutor diaries and held focus groups. The tutors all spoke of the feelings of joy and the positive impact the project had had on their own wellbeing and happiness. They reported on how their skills had improved, and their confidence had grown as music tutors, especially in their ability to hold integrated sessions and to get the best out of people who have learning disabilities.

“The tutors are absolutely brilliant, they make everyone feel important, included and give them an opportunity to be heard and to take part in their own way” [Parent / Carer]

“I absolutely loved being part of the project” [Tutor]

“It felt like therapy for us as tutors, the sessions made me feel so happy” [Tutor]

“I would always leave a session with a big smile on my face” [Tutor]

“We genuinely enjoyed the sessions and have made good friends with the members” [Tutor]

“I was a bit nervous to begin with but now I am so confident in my ability to deliver integrated sessions” [Tutor]

“I think the biggest challenge was that as tutors, we are so used to telling people what to do, Canfod y Gân was totally different – it was very much led by the members and that’s what made it so successful. We had to just go with it, and it was so rewarding and enjoyable to give people that freedom.” [Tutor]

Tutors felt that they were listened to and that any adaptations or improvements which they suggested along the way were acted upon and implemented.

Case study 3

One of the music tutors felt that Canfod y Gân had made a huge difference to her personally and to her personal development.

“Before, I did not have much confidence in playing guitar and singing at the same time. Moving to Zoom sessions during Covid-19 forced me to change the workshop approach, as singing and playing was more suited to Zoom. It gave me more time to practice the guitar and my confidence has been hugely boosted by the experience. Canfod y Gân has been massive for my personal development and has been a fantastic opportunity. Now, I am so confident in my abilities and will sing and play happily in front of people and during face-to-face sessions and performances. This ability has opened to further opportunities on other projects, so I am incredibly grateful to Canfod Y Gân.”

3.6 Covid-19

The impact of the Covid-19 pandemic cannot be underestimated, especially on vulnerable groups such as Canfod y Gân’s disabled members. Overnight, the face-to-face sessions which has been well established and attended came to a halt. The team immediately worked on a plan of action to continue provision and support the participants. The Project Manager had regular telephone conversations with

members and their families/ carers and individual musical video messages from tutors were shared. Music videos of favourite and original songs were created and shared on social media. Regular zoom sessions were also established. This provided a 'lifeline' for members during a very challenging period. The alternative provision of online sessions, meant that members were able to continue with their participation in the project, which had been such an important part of their lives. There is much evidence of the positive impact this had on their health and wellbeing during the pandemic, which cannot be underestimated. There are also examples of the virtual offer making it possible for members who were not previously able to attend face to face due to health issues at the time, being able to re-connect and take part.

"It was such a shame that Covid-19 came along as the sessions were going well and had momentum, we adapted as best we could and were able to continue with online sessions, which was a relief and kept people going during a difficult period. I think we should be proud of what was achieved". [Project team]

"We did the best we could, it was not easy, and individuals needed support to get online and to use Zoom, but by working together we managed to continue with the project and people were so glad to be able to carry on". [Tutor]

"A couple of non-disabled members did not re-join when we resumed face to face sessions, I think some found it difficult to re-engage after such a long time away. We did our best to keep in touch with everyone and to keep them informed along the way." [Project team]

With the support of tutors, beneficiaries were able to continue to perform, compose and learn from each other. Members reported that they missed the 'face to face' contact with friends but understood that the restrictions meant that it was not possible. Many found that the virtual sessions enabled them to take part in the comfort of their own homes and perhaps to be a bit more adventurous in trying new things, as they would not have had the confidence to do so in the face-to-face sessions.

Case Study 4

Before the Covid-19 pandemic, individual A was unable to attend face to face sessions due to health reasons. The virtual sessions which started as a result of the pandemic meant what he was able to re-connect with the Canfod y Gân project. The online sessions have made a huge difference to this individual health and wellbeing. The family have continued to use direct payments to pay for individual music lessons with one of the tutors.

"The 1:1 session that our son has been having with the tutor has made a huge difference to him. To begin with, he really looks forward to the session. He loves music and the opportunity to sing and play the keyboard with a musician is great and he enjoys it so much. The tutor will experiment with different methods, such as asking him to draw to music, this relaxes him. Whilst he is listening to the tutor playing the cello, he will draw, and we can hear his breathing slowing down. Following the session, he is much less anxious which is brilliant, it is so good to see him relaxed and happy. As a family, we really appreciate these sessions.

3.7 Governance, Management and Partnership Working

Overall, the evidence shows good governance and management arrangements, with much praise given to the project team staff. Tutors reported being well supported and communicated with and that they felt that they had regular input and were able to make suggestions as to any improvements or changes needed along the way, which were acted upon.

There is evidence of strong partnership working which contributed to the success of the project and this working relationship is set to continue and to be built upon. Evidence of this is the Learning Disability's Team commitment to part fund the legacy to Canfod y Gân as they see the project as valuable and an important part of people's lives and promoting their independence, health and wellbeing.

"The partnership work with the learning disability service was crucial to the success of the project and ensuring that members were well supported and that appropriate safeguards were put in place." [Project team]

"The close working relationship with the learning disability service staff was so important, it put us at ease knowing that we had appropriate measures in place to deal with any unforeseen matters or any potential safeguarding concerns which we might have about individuals. They were always on hand to support, assure and advise". [Project team]

"At the end of the day we were supporting vulnerable people and it was essential to have our statutory partners on board, they were central to the project delivery". [Project team]

Financial management and monitoring were effective with regular communication with Spirit 2012 to discuss any variances or underspend, and any agreed changes then implemented and documented.

4. Conclusions and Lessons Learnt

We have learnt more from the three years with the Canfod y Gân Project, than that could ever be documented in this report. The evaluation has made a number of important findings about the impact of the Canfod y Gân project on people's lives. There are clear indicators of the positive contribution that the project has made and of the value of the investment. We conclude with the following:

4.1 Wellbeing and Mental Health

The evaluation found that individuals felt much more confident taking part in musical activity as a direct result of their involvement with Canfod y Gân. We saw various examples of CGWM working proactively to provide different pathways for individuals who were keen to pursue their musical interests. This included examples of people going on to join mainstream musical activity or going on to have additional individual musical lessons, as a result of the project.

The sessions provided a safe space for people to flourish and grow in confidence. The project made individuals feel part of a community, improved mood, increased their confidence, strengthening their social skills and led to making new friends. Outside of the group sessions, many individuals have stayed connected and have made lasting friendships

Canfod Gân has given people a real sense of purpose and belonging and the Individuals report and observe being much happier as a result of their involvement in the project and have improved health and wellbeing. Making music with other people has provided an enjoyable experience of profound and meaningful interaction, it has built members social confidence and networks and thus reducing isolation and feelings of loneliness.

4.2 Perception of disability

The evaluation has shown that Canfod y Gân has succeeded in breaking down barriers and challenging people's perception of disability. The project has empowered individuals to participate, perform and share what they have achieved, showing that everyone has a talent.

The performances gave individuals an opportunity to celebrate their talents and created a real bond and sense of unity between non-disabled and disabled people, who enjoyed creating music together. Performing music is a powerful channel of creative expression that can radically change self-perception and perception of disadvantaged individuals. Canfod y Gân has shown that disabled people can achieve and succeed.

4.3 Impact on music tutors

The evaluation found that tutors feel much more confident in their ability to deliver and provide integrated music, as a result of their involvement with the Canfod y Gân project. Tutors reflected on their own personal learning journey during the project and how they have increased skills and confidence as a result of the project. They also reported on how the project had helped their own wellbeing, especially during the Covid-19 pandemic. The project created an important focus for them and enabled them to continue supporting individuals during this period. One of the main learning points for the tutors was the success to adapt sessions to meet the needs of the individuals and being flexible and led by participants to create an integrated and meaningful session.

Moving forward CGWM report that they are now keen to build on the tutors' skills to develop many more opportunities for disabled and non-disabled participants to come together to take part as equals in music.

4.4 Lessons Learnt

The main lessons learnt from the project include:

1. The project has succeeded in meeting it's aims, objectives and has achieved the required outcomes. It also provided good value for money in terms of the overall social value and positive impact on people's lives.
2. Although less participants were supported than the original target in the grant application, having smaller groups allowed for members to receive more in-

depth support which we believe has had a more powerful impact on the individuals supported.

3. The partnership with Gwynedd County Council Social Services' Adult Learning Disability Team provided the project with a firm foundation and was integral to the success of the project.
4. Surveys assisted with collecting data against the wellbeing and social connectedness indicators, however there were some concerns about the reliability of surveys and the appropriateness of surveys for people with learning disabilities, for this reason we ensured that we collected enough qualitative data (including methods suggested by social care partners) throughout the project duration.
5. The project succeeded in adapting during the Covid-19 pandemic to ensure that momentum was not lost and that individuals were able to continue with the sessions, which was important in supporting their health and wellbeing. Considering the challenges this brought, the project still succeeded in meeting its aims, objectives and outcomes.
6. Social media provided a good opportunity, especially during the Covid-19 pandemic to celebrate the achievements of members, to share the performances and to challenge people's perceptions of disabled people.
7. The Covid-19 pandemic also provided an opportunity to trial virtual musical sessions, which was successful and now a method which CGWM are able to use to support individuals who are unable to attend face to face sessions. Moving on, this is something to be considered when running future integrated sessions, the offer of online sessions for people who cannot attend face to face (due to health reasons, lack of confidence etc...).
8. There were less non-disabled individuals recruited to be part of the sessions compared to what was originally intended, this target was affected in part by the Covid-19 pandemic. However, a learning point was that when working with vulnerable groups a degree of caution is needed to ensure that the group dynamic will work, that people feel safe and supported. As a way forward, targeted recruitment and working with other music groups and organisations is something to develop further.