Spirit of 2012 Monitoring Report

Project name	Reading Rooms
Grant holder	**Verbal Arts Centre**
Grant start date	**14 Nov 2016**
Grant end date	**30 Nov 2019**
Period from	01 Dec 2019
Period to	29 Feb 2020
Date completed	31 Mar 2020

Reporting period	Type of reporting	Period from	Period to	Report due	Spirit sign off	Payment By	Report received	Approved	Payment made
Yr1 - mid point	Full	14 Nov 2016	13 May 2017	15 Nov 2016	29 Nov 2016	**17 Dec 2016**	✓	✓	✓
Yr1 - Q3	Condensed	14 May 2017	13 Aug 2017	21 Aug 2017	04 Sep 2017	**22 Sep 2017**	✓	✓	✓
Yr1 - end	Full	14 Aug 2017	30 Nov 2017	14 Dec 2017	28 Dec 2017	**15 Jan 2018**	✓	✓	✓
Yr2 - Q1	Condensed	01 Dec 2017	28 Feb 2018	07 Mar 2018	21 Mar 2018	**08 Apr 2018**	✓	✓	✓
Yr2 - mid point	Full	01 Mar 2018	31 May 2018	07 Jun 2018	21 Jun 2018	**09 Jul 2018**	✓	✓	✓
Yr2 - Q3	Condensed	01 Jun 2018	31 Aug 2018	07 Sep 2018	21 Sep 2018	**09 Oct 2018**	✓	✓	✓
Yr2 - end	Full	01 Sep 2018	30 Nov 2018	07 Dec 2018	21 Dec 2018	**08 Jan 2019**	✓	✓	✓
Yr3 - Q1	Condensed	01 Dec 2018	28 Feb 2019	07 Mar 2019	21 Mar 2019	**08 Apr 2019**	✓	✓	✓
Yr3 - mid point	Full	01 Mar 2019	31 May 2019	07 Jun 2019	21 Jun 2019	**09 Jul 2019**	✓	✓	✓
Yr3 - Q3	Condensed	01 Jun 2019	31 Aug 2019	07 Sep 2019	21 Sep 2019	**09 Oct 2019**	✓	✓	✓
Yr3 - end	Full	01 Sep 2019	30 Nov 2019	07 Dec 2019	21 Dec 2019	**08 Jan 2020**	✓	✓	✓
Yr4 - Q1	End of grant	01 Dec 2019	29 Feb 2020	31 Mar 2020	14 Apr 2020	**02 May 2020**	✓		

Table 1.1 - please complete budget details for the period you are reporting on

Project name	Reading Rooms

Period from	Period to
01/12/2019	29/02/2020

boxes in grey to be completed by grant holder

	CUMULATIVE PROJECT SPEND PRIOR TO THIS REPORTING PERIOD (£)		PROJECT SPEND IN THIS REPORTING PERIOD (£)			CUMULATIVE PROJECT SPEND INCLUDING THIS REPORTING PERIOD (£)
	SPIRIT SPEND	TOTAL SPEND	SPIRIT SPEND			TOTAL SPEND
	Actual	Actual	Planned	Actual	Difference	Actual
REVENUE						
Staff costs						
Full Time Project Officer	52,951	52,951	5,496	5,496	0	58,447
Literary Guide	18,776	18,776	336	336	0	19,112
Staff Mileage	2,583	2,583	0	0	0	2,583
Other Project Costs						
Peer Fac. Training	7,714	7,714	0	0	0	7,714
Project Activity Costs						
Volunteer Expenses	561	561	0	0	0	561
Volunteer Mileage	112	112	0	0	0	112
Access NI	105	105	0	0	0	105
Materials/Books	1,000	1,000	0	0	0	1,000
Revenue total	**83,802**	**83,802**	**5,832**	**5,832**	**0**	**89,634**
OVERHEADS						
Management Cost	9,072	9,072	1,134	1,134	0	10,206
		0				0
Overheads total	**9,072**	**9,072**	**1,134**	**1,134**	**0**	**10,206**
CAPITAL						
		0				0
		0				0
Capital total	**0**	**0**	**0**	**0**	**0**	**0**
TOTAL	**92,874**	**92,874**	**6,966**	**6,966**	**0**	**99,840**

Cumulative Spirit funding received including for this reporting period	**£99,840**
Cumulative underspend (negative figure) OR Cumulative overspend (positive figure)	**£0**

2__Financial_report

Project name	Reading Rooms

| | | boxes in grey to be completed by grant holder |

Financial Information

Period from	Period to	Planned Spirit spend this period £	Actual Spirit spend this period £	Over / underspend this period (calculated automatically)	Financial narrative - briefly explain any over/underspend this period
01/12/2019	28/02/2020	£6,966.00	£6,966.00	£-00	

Please add additional rows above for each quarter

Match Funding   Please complete the match funding for each source and confirm its status

Source	Description						Total to date	Secured (y/n)
Rayne Foundation	Towards an evidence based pilot monitoring the impact of a 30-week Reading Rooms programme on the mental health and wellbeing of 'hard to reach' adults in the criminal justice system (2018)						£35,600.00	Y
							£-00	
							£-00	
Total	£0	£0	£0	£0	£0	£0	£35,600	

Project Name	Reading Rooms

Beneficiary Data

How are you defining your beneficiaries? How deep and/or frequent is their engagement with the project?
NOTE: You may not be engaging people at each of these levels

Complete once	Participants		Volunteers	
	Description	How specifically are you calculating this figure?	Description	How specifically are you calculating this figure?
Engagement Level 1: Inspire	Number of people reached by your project (e.g. gallery footfall, followers on social media)	n/a	n/a	n/a
Engagement Level 2: Engage	Number of people involved in one-off or mass participation elements of your project (e.g. festival attendees)	Participants from community Reading Rooms sessions. These include Staff tasters, publicity events held (that showcase RRs) and any other session delivery outside of programme RRs.	Number of applicants for volunteer positions	n/a
Engagement Level 3: Enable	Total number of beneficiaries engaged in regular and/or intensive activity. 'Regular' means at least six sessions over three months. More intense activity over a shorter time will also be at this level.	n/a	Number of volunteers supporting at one-off events or for short term opportunities	n/a
Engagement Level 4: Empower	Option to identify an additional group who have had sustained access to a life changing opportunity as a result of this project.	BtW participants	Number of regular volunteers	Intergenerational volunteers (and mentors for Reading Rooms BtW participants)

Participants tracking data: raw numbers

	Level 2: Engage			Level 4: Empower			
	No. of people reached this period	No. of NEW people reached this period	Total no. reached to date	No. of people reached this period	No. of NEW people reached this period	Total no. reached to date	Totals
Yr1 - mid point	0	0	0	40	40	40	120
Yr1 - end	115	115	115	0	12	52	409
Yr2 - mid point	85	85	200	39	39	91	539
Yr2 - end	0	0	200	17	17	108	342
Yr3 - mid point	29	29	229	28	32	140	487
Yr3 - end	38	24	253	41	24	164	544
Yr4 - end	104	104	357	49	49	213	876
Totals			1354			808	3317

Volunteers tracking data: raw numbers

	Level 4: Empower			
	No. of long term volunteers this period	No. of new long term volunteers this period	No. of L4 volunteer hours to date	Total no. reached to date
Yr1 - mid point	4	4	100	4
Yr1 - end	4	2	54	6
Yr2 - mid point	4	2		8
Yr2 - end	2	2	36	10
Yr3 - mid point	4	1	48	11
Yr3 - end	3	1	38	12
Totals	3	1	48	12

Demographic data: only mandatory for levels 3 and 4

You should discuss with your grant manager how frequently to report on demographic data

	Participants								Volunteers					
	Yr1 - mid point	Yr1 - end	Yr2 - mid point	Yr2 - end	Yr3 - mid point	Yr3 - end	Yr4 - end	Total	Yr1 - mid point	Yr1 - end	Yr2 - mid point	Yr2 - end	Yr3 - mid point	Yr3 - end
8-14 years								0						
15-25 years	21	2	18	8	16	15	22	102	2			1	1	1
26-64 years	19	10	21	9	16	9	26	110	2	2			1	
65+ years							1	1				1		
Disabled	21	10	9		4	7	n/k	51			1		1	
Non-disabled	19	2	30	17	28	17	n/k	113	4	2	1	2		1
Asian/ Asian UK								0						
Black/ African/ Caribbean/ Black UK								0						
Mixed Ethnicity								0						
Other ethnic group	1	0						1						
White	39	12	39	17	32	24	49	212	4	2	2	2	1	1
Male	18	6	27	9	18	13	48	139	2			0		
Female	22	6	12	8	14	11	1	74	2	2	2	2	1	1
Other								0						

3_2_Output_report

Project name	Reading Rooms		boxes in grey to be completed by grant holder

	Total	Description
Spirit funded jobs (include Interns):	2	Project Officer - Delivery of Reading Rooms Beyond the Walls programme Literary Officer - Selects all reading materials for session delivery

Number of events held:	Yr1 - mid point	Yr1 - Q3	Yr1 - end	Yr2 - Q1	Yr2 - mid	Yr2 - Q3	Yr2 - end	Yr3 - Q1	Yr3 - mid	Yr3 - Q3	Yr3 - end	Yr4 - end
Include Presentations made to partnerships/networks relating to project, Staff Taster sessions (actual experience of a Reading Rooms session), Verbal hosting of forums/open days/visits, staff days, consultation events, OCN II qualification in Shared Reading (training occurs over a 3 day period) and the Graduation of all trainees is a celebration event.	33		41	20	58	21	18	19	51	47	46	72

Output narrative (past) - briefly describe what **activities** have taken place (events, meetings, training etc.).

* Consultation meetings with partners including, PBNI Area Teams (in Derry, Belfast, Ballymena & Newtownards), Extern & Extern Works in Derry & Belfast (programmes delivered to people post custody) and Barnardo's NI (at HMP Maghaberry). Project Coordinator was introduced to new teams and presented the Verbal's work to date and the research project to staff.
* Delivery of staff tasters to teams who followed up from above meetings. Most tasters were delivered in November and December with the hope that referrals would start shortly thereafter.
* Meeting with PBNI Director (Geraldine O'Hare) to discuss promotion of project amongst whole organisation.
* Meeting with PBNI Psychology team - possibility of this team being first contact (before referral from Probation Officers) with Verbal with their direct contact with clients and known mental health needs. Continuous contact needed here to keep this relationship going and produce results.
* Regular update meetings with David Young (PBNI Manager) as main liaison/link between Verbal and rest of PBNI. David has introduced Project Officer to new potential contacts within PBNI.
Research project with Ulster University, funded by Rayne Foundation
Group 1: to complete a 12-week reading rooms programme. Group 2: to complete a 12-week reading rooms programme, without taking discussion breaks to reflect on what has been read. Group 3: will not receive any intervention (note: that participants in this condition would be offered a place on a reading rooms programme once the study is completed)
* First placements at Extern and Maghaberry in November as part of the research. One group in Belfast and three groups in prison (Group 1 & 2 interventions).
* PBNI referrals for Group 3 (no intervention) began in December mainly with ECO clients within PBNI. (Enhanced Combination Order). These clients have agreed to take part in the research without any project intervention and return again after 12 weeks. Probation Officer who referred clients will keep contact with Verbal so contact can be made easily with participant after.
* Updates with Ulster University on progress of research, challenges faced and actions taken (including timeline of tasks to complete).
* First year report with The Rayne Foundation on progress of research to date.
* Focus group sessions carried out with completed groups. At these focus groups, participants are asked of their opinions of the programme, what benefits they received, what they would change/keep and how it will help (if any) in their lives after the programme. Groups who took part were from Maghaberry and Extern, Belfast.
Other items
* Working with past participants of Spirit on short film piece to showcase programme.
* Verbal participated in World Book Day (5th Mar).
* Barnardo's invited Verbal to take part in their Big Visit in January to deliver Reading Rooms with parents and children throughout the day at their Visitor Centre, Maghaberry Prison (20th Feb) which was a great success.

Output narrative (future) - summarise planned **activities** next period (events, meetings, training, etc.).

* Completion of research.
* Film piece to be sent Spirit.
* Final research report from Ulster University forwarded to Spirit.

4.1 Outcomes report

Project name	Reading Rooms

Progress this period:
What progress have you achieved towards each outcome during this period?
What does the data from your surveys tell you?
What qualitative tools (interviews, focus groups, feedback) have you used and what has that told you about how this has contributed towards that outcome for beneficiaries?

Outcome 1	Participants' wellbeing has improved
Briefly describe what you do want to achieve and how are you measuring this?	Satisfaction, happiness levels, self worth, perceived anxiety levels
Report 1 - Y1 Q1/Q2	An average score of all of the 40 participants baseline surveys carried out measuring satisfaction levels is 5.1/10. An average score for self-worth is 5.06/10, happiness is scored at 4.86/10 and anxiety levels is scored as 4.80/10. Interestingly, happiness and anxiety have almost the same score. Participants were observed throughout the programme, sessions and conversations held about their well being and feedback recorded through impact statements and RR session reviews. There were noticeable differences observed in some participants, both positive and negative, due to many factors (mainly personal issues), however, Project Officer records her own observations that levels of happiness increased in Reading Rooms and levels of anxiety decreased in many participants whilst in session. Paricipants reported getting great satisfaction after each Reading Room session and this motivated them to see the course through to its end. Gaining that face to face feedback is a valuable source of information. What is important to take from this is how important it is to be able to measure and record these responses, for example, exploring the happiness/anxiety scores, which Verbal's Perception Analyzer tool aims to address.
Report 3 - Y1 Q3/Q4	At the end of year evaluations, out of the 52 registered participants, 47 finished the 20 week sessions. There were only 47 end of programme surveys completed therefore. 31/47 participants registered satisfaction levels of between 6/10 and 10/10, 10 being completely satisfied. Again, using 10 as being completely happy, 32/47 participants recorded they felt happy (a score between 6-10/10). Anxiety levels had also decreased in comparison to start of programme surveys carried out. Participants recorded levels of between 1-5, 1 being not at all anxious (26/27 participants). This score might have been influenced by the recruitment of referrals from 16+ Pathways at the midpoint of the year. The older participants anxiety score had not changed as much. When asked about feelings regarding their future, 37 out of 47 participants said that their thoughts and feelings had changed positively because of partaking in the programme and 19/47 recorded that they felt the programme had an impact on their self-esteem, with 17 stating that they did not know if it did have an impact. Compared with the start of programme surveys, it appears there is a marked positive difference in perceived scores because of partaking in this programme.
Report 5 - Y2 Q1/Q2	At the mid-way point of year 2, there are 39 participants registered onto the programme from Probation Board NI, 16+ Pathways Team and Simon Community, the latter two holding the most in a single group and PBNI referring smaller groups at different times. All participants have completed a pre-participation questionnaire and 12 participants (from Simon Community and 16+) have volunteered to undertake Verbal's pilot programme on mental health and wellbeing. Most participants are in the Derry/Co. Derry areas, with a small number from Belfast, to date. In relation to participants wellbeing, the baseline scores of positive respondents show that 43% are satisfied with their life at present, 51% feel their life is worthwhile, 38% say that they felt happy (yesterday) and 32% report feelings low levels of anxiety or none at all. It is interesting to note that half of the respondents do possess feelings of self-worth, however there are other factors which affect their happiness and satisfaction levels, and of course their perceived levels of anxiety. During the Reading Rooms sessions, various literature is read aloud which identifies this particular theme. An example of which is Edgar Allan Poe's 'Tell-Tale Heart'. This story's theme is quite dark but one which has stood the test of time in that it's references to living with psychosis is as apt then as it is today and participants could relate to some of the feelings of paranoia experienced by the character, though thankfully, no relating to wanting to do harm to others like the character! Observations made by Project Officer have found that this particular story has been met with much enthusiasm by all participants (all participants apart from the PPRP group have been read this story in a Reading Room because of its previous success and to observe the key differences between groups when it is delivered, i.e., different commentary, different shared experiences. Reactions and learning taken from all groups from various geographical areas, different age groups and differences noted between genders). The only negative received from this was by a PBNI staff group who had concerns about how the PPRP group would react to it, that it might be too challenging a subject for a group where domestic abuse is present. (The story describes in detail violent behaviour).
Report 7 - Y2 Q3/Q4	At the end of year, there are 56 registered participants, with the final cohort in progress and yet to complete post-evaluation questionnaires. This has been a timing issue and will see all remaining participants in this cohort complete the programme time line by February 2019. Verbal at this point will be able to demonstrate and report on the findings from this cohort. It is also anticipated that Verbal will deliver a focus group session which will help provide a qualitative measurement on the impact of the programme in relation to mental health and well being. To date all partners Probation Board NI, Simon Community, Clarendon @ Ashmore and Extern Works have indicated that ther has been an increase in participants health and well being and have been able to atribute this to the Reading Rooms sessions. It is planned to analyse post-data for Year 2 against Year 1 before the end of the next quarter. Attendance figures to support engagement and demonstrate effectiveness to this point.
Report 9 - Y3 Q1	56 participants were registered in year 2 of the programme from PBNI, Simon Community, 16+ Pathways and Clarendon. Of these 56, 8 males were inducted onto the programme as part of the PBNI's Promoting Positive Relationships Programme (PPRP) delivered at Verbal. Unfortunately these men were unable to complete the programme and PBNI did not allow us access to them past the first few sessions due to timing and accreditation issues unforeseen by PBNI. Project Officer had already received their pre-evaluation paperwork and inputted this data as part of year 2. We were not able to receive any post programme evaluations, so this brought our total down to 48 participants at the end of year 2. The 16+ Pathways Team wanted to start a new group at the end of year 2, which would flow through into year 3. However, 16+ informed us that the group had too many other committments so they would not be able to start Reading Rooms sessions until February 2019. With regards to well-being, there was a positive change in satisfaction, happiness and self-worth. There was a slight but definite improvement in people's anxiety scores also. This might be a good topic of conversation with future groups (mid-point year 3) to ascertain specifically where individuals gain satisfaction, happiness and worth as opposed to perceived anxiety. Project Officer noted however that some participants scored between 4 and 6 out of 10, rather than at the higher end of the scale. At the end of the programme when asked if they believe being part of the programme had a direct effect on their well-being scores, 32 out of 42 participants said yes, a bit or yes, a lot. This is good news for Reading Rooms and helps feedback that any changes (CBT annotations and more focussed literature packs for individual projects) made are positive.

Report 10 - Y3 Q2	So far there has been 32 participants recruited onto the programme. At the mid point of year 3 Spirit pre-evaluations show a higher percentage levels of satisfaction, self worth, happiness and lower levels of anxiety experienced by participants, 55%, 56%, 59% & 38%, respectively. It will be interesting to note if this remains when all 56 participants have been recruited. Speaking with Simon Community's Harm Reduction Manager in Coleraine, when the men entered the programme they were 'in a good place' (interacting in the programme and engaging in a healthy eating programme and visiting the gym regularly). This and the strong referrals that have come again from 16+ may have had an impact on the positive scores at pre evaluation stage. The post-evaluations from the Simon Community group shows that they continued to be positive overall (which may have contributed again to the positive scores) as well as their continued engagement throughout. At this stage, although participants responses are more positive, they continue to present with specific needs and state similar barriers experienced by others who have less positive responses in their pre-programme questionnaires. Project Officer believes that they continue to match the criteria of the programme and respond well to Reading Rooms. Referrals from PBNI have not been as positive in relation to scores. As mentioned previously, some referrals will be noticeably more anxious or be experiencing difficult times which is having an effect on their overall well being. These participants continue to engage on the programme. One particular group, also referred from Simon Community, from their young people's residential unit in Coleraine, were encouraged to participate each week, offered incentives by their keyworkers (brought in lunch), however they only managed to see half of the programme through. Unfortunately there were a few strong characters in this group who held a lot of sway with the others. Therefore it became too difficult to continue to engage with them in Reading Rooms and Project Coordinator made the decision to postpone this group (after carrying out risk assessment) until such times as they would be ready to reengage. Unfortunately there can not be a guarantee that a similar scenario will not happen again, however, Project Coordinator will add this to her risk assessment going forward. Actions will include engaging with partner staff for more support and request they be mindful during referral, that tghey knowingly refer this type of disruptive participant. This was a new experience for the Reading Rooms and one we will certainly learn from. Two of our young mentors (from 16+) have been delivering their own Reading Rooms with a group from VOYPIC (Voices of Young People in Care). The children are aged between 10 and 12 years. The groups are going well for the girls and they are keen to continue this work in the community. Both of the girls would suffer from low self worth and experience moments of high anxiety. Since volunteering with Verbal they have displayed great maturity and positivity. They say that they would love to move into a career in childcare and hope to gain good experience from this. The 16+ team have also been asked if they would participate in a focus group session where their feedback will be recorded. This is part of their reason for wanting to become peer volunteers, they understand having practical experience is necessaryto build a strong career portfolio amongst the personal benefits they have stated they received from Reading Rooms. They have discussed previously with Programme staff that they like being involved in projects and are encouraged to give back to the community from social staff they have close contact with. Also, their lives growing up, what they verbalised, was something that they wish to improve for others who have experienced the same. A career in childcare has been influenced by these experiences, helping those more vulnerable than others, specifically children.
Report 11 - Y3 Q3/Q4	56 participants were recruited onto Beyond the Walls in year 3. All 56 completed a pre programme questionnaire and 51 completed a post programme questionnaire. 5 participants did not complete the programme, stating that it was not something they wished to continue with. Of the 51 that did the Reading Rooms programme, 34 attended every week and 17 missed 1-4 weeks in total. These participants had prior appointments that they were unable to rearrange (court appearance/medical appointments, for example) and they let Project Coordinator or Probation Officer know beforehand. Overall, scores highlight that 88% of participants in year 3 felt they had a more positive outlook on their future as a result of being part of the programme. Many still experience anxiety (daily), 47% and a few participants (from Simon Community, Bonds Hill) mentioned that although they felt happy being in the Reading Rooms that day, they were not happy before or felt that that happiness would last. It was interesting to see how the programme allowed participants to feel safe to express themselves within the sessions and there were many positive, yet challenging conversations in all the groups and a wealth of knowledge and experience spoke aloud. Project Coordinator observed that the younger participants (referred from the local Care Turst in particular) had a much more positive outlook about their lives and had positive responses pre and post programme on life satisification, self-worth and happiness. These young people also have a lot of support around them and have stated that they can speak openly about their issues with others. The older participants expressed less optimism about their future and stated they were not as satisfied or happy in their lives overall. There was no specific indicators noticed by those who expressed high feelings of anxiety pre and post programme. It seemed that anxiety was felt by many regardless of age or gender and (Project Coordinator believes) most, if not all participants would be from a working class background and have experienced/live with poverty. This is based on the many conversations had in the sessions.

Outcome 2	Participants' perceptions of disability have improved
Briefly describe what you do want to achieve and how are you measuring this?	Perceived prejudice in community against disabled people and how full a life participants feel they can lead.
Report 1 - Y1 Q1/Q2	Over half of the 40 participants who completed the baseline survey declared that they perceived there is 'a little' prejudice against disabled people in Britain and Northern Ireland. No participant said 'None'. When asked if disabled people could live as full a life as a non-disabled person, a quarter (13/40) stated 'most of the time', 12/40 stated 'some of the time' with the rest of responses being 'rarely' or 'all of the time'. No participant responded with 'never'. In later Reading Rooms sessions the participants were asked about their thoughts on disability, the different types of disability and their perceptions of people living with disability. Most participants responded when probed that they thought of disability as a physical impairment, but upon exploration, we were able to discuss many types of disability, the differences between being abled and disabled, physical, emotional, learning and sensory disability, for example, which contested the concept even further and contributed to the outcomes for beneficiaries.
Report 3 - Y1 Q3/Q4	With regards to perceptions of disability it appears that more than half of the 47 participants who completed the end of programme survey said they felt there was either a little or a lot of prejudice against disabled people. 36/47 participants said that people living with disability could still live as full a life as those without disability, either some of the time or most of the time. Under 10 of the participants said rarely or never and only one participant said all the time. Many of the participants were unsure of whether they would get involved in community work with older generations, going on to state that it would depend on what this type of work would entail. Most notably, most, if not all participants expressed a perceived judgement against those living with disability, however felt that this was not a personal reflection, rather what they believed came from their experiences within society or how the media portray those with disability. There was a collective agreement that more could be done to aid and support this community.
Report 5 - Y2 Q1/Q2	All participants (39 mid-year) were asked about their perceptions of disability, 11% felt that there is hardly any or no prejudice against people living with disability but 41% believe they can live a full life the same as a person not living with disability. In Reading Rooms there are stories that cover this particular theme, both physical and mental disability. These stories are often well received and tend to produce meaningful and interesting conversations. Based on these results and the practical observations made by Project Officer, it would be of more benefit to measure perceptions of disability through recorded feedback from patrons of Reading Rooms.
Report 7 - Y2 Q3/Q4	Research base is too low in this quarter to analyse quantitatively, previous trends appear to continue based on observation by staff and volunteers. It is important to note that disability perception with the participants may be restricted to visual disabilities and not hidden ones at the beginning of the programme. Attendance continues to show that participants are coming along weekly and as a result bought into the programme.

Report 9 - Y3 Q1	There continues to be quite strong views and opinions around disability and participants perceptions/experiences of disability within the community. This can be evidenced through programme questionnaires and discussions during Reading Rooms. There was a 12% change in attitudes to known or perceived prejudice against people living with disability and a 5% change in attitutdes regarding whether people living with disability can live a full life equal to a person without a disability. These changes could be due to more diverse perspectives on disability when it is talked about in the Reading Room groups. All discussions are welcome that allow for people to engage with others about their thoughts and feelings on how disability is perceived, their own experiences living with a disability and what more can be done from a community perspective to improve our attitudes towards people living with disability and how we can ensure that they afforded the same benefits as those who do not live with disability. One particular conversation of note was during a Reading Room with the female group at Clarendon. The story was Christy Brown's 'My Left Foot', chapter one. The story is about Christy's life living with cerebral palsy and the support he received from his family, his mother in particular. Other themes visited in this story are resilience and adversity. It is a story that is always well received and promotes plenty of conversation about disability and putting yourself in someone else's shoes. The women in the Clarendon group liked this story particularly as a few of them are studying for a career in the caring profession. It also resonated with others because they could empathise with the mother and her dedication to her son in extremely poor surroundings and with a large family to care for.
Report 10 - Y3 Q2	As well as using the Spirit questionnaire to ascertain perceptions of disability, there has been the introduction of new stories and poems that address disability both physical and mental (working with the Psychology Team). There have been some good discussions from this, including one group talking mostly about what it would be like to be in someone elses shoes who lives with disability. This Simon Community group (Bonds Hill) spoke about how it would feel to be deaf or blind or not be able to walk freely. It was mentioned that they have often felt caged in due to mental illness and experienced stigma from those around them due to their backgrounds or the community they live in and the families they were born into. However to have to rely on someone else, to be forced to rely on others was a different matter and got many good responses in the group. Some said although people with physical disability may experience more prejudice given how some make first impressions on how they look, for example, they also said that they believed there was more stigma and prejudice towards people with mental disability. That there is less acceptance for something that people cannot see with their own eyes, this includes acceptance from within, acknowledging that they do live with a disability. One person mentioned that perceptions of disability is not just about how people are treated in society but how much importance we give this issue and education is key. This was a good session and having this new literature helped. With regards to the data collected, the lower scores for perceived prejudice, there were quite a few answers of 'don't know'. Project Officer put this down to the individual participant's experience with disability or lack thereof (from discussions in group sessions). The same with post evaluation answers to the same question. With the abovementioned discussion it is hoped that even without first hand experience, participants will feel more able to answer this question confidently.
Report 11 - Y3 Q3/Q4	From the start of the programme 23% of participants stated that they believe there is hardly any or no prejudice against people in Britain and 34% can lead as full a life as those non-disabled. At the end of the programme 47% of participants now felt that there is little to no prejudice against disable people though there was little change (31%) in those that felt disabled people could live a full life as non-disabled people. The change in perceptions of prejudice could have changed due to the conversations had during the Reading Rooms where disability was the key theme. Project Coordinator also believes that perceptions of what disability is may have influenced post programme results, for example, the stories where the protagonist lived with disability was met with a difficult life, they still remained positive about themselves and good things happened to them in the story/poem. Possibly, being able to experience these thoughts from another allowed participants to have a more positive outlook themselves. One male participant who spoke about his hearing loss was quite candid about seeing himself as disabled. He is able to receive the suport he needs for his hearing loss however he was quite clear that this was not a label he lived his life by, joking with the group, he had "enough to deal with without adding 'disabled' into the mix".

Outcome 3	**Participants' mental wellbeing has improved**
Briefly describe what you do want to achieve and how are you measuring this?	Perceived levels of stress, anxiety, depression, empathy, resilience and mental wellbeing.
Report 1 - Y1 Q1/Q2	
Report 3 - Y1 Q3/Q4	Verbal Arts hope to measure change in participants perceived levels of stress, anxiety (as above), depression, empathy, resilience and mental wellbeing through their experiences of Reading Rooms. Verbal has developed how we annotate our literature, incorporating Cognitive Behavioural techniques within the literature. This allows for more specialised questioning and meaningful discussion around mental health and wellbeing, enabling participants to gain self-awareness and understanding of their thoughts, feelings, behaviours and emotions. The selection of materials are tested for specific mental health and wellbeing thematic relevance, tested for effect and impact in respect of mental health and wellbeing and to explore changing behaviours.
Report 5 - Y2 Q1/Q2	In total there was 12 participants that volunteered to take part in Verbal's Mental Health pilot, six from 16+ Pathways (18-24 years) and six Simon Community (18+ years). They were informed that the questionnaires were quite labour intensive and what we hoped to achieve from carrying out a small survey of its type. The questionnaires given to participants at the start of the Reading Rooms programme are the GAD-7, measuring anxiety, PHQ-9, measuring depression, CD-RISC-10, measuring resilience, the Perceived Stress Scale, the Interpersonal Reactivity Scale, measuring empathy and the SWEMWBS scale, measuring mental wellbeing (over the past two weeks). Each questionnaire asks an average of 10 questions specific to the abovementioned constructs. The results highlight quite significant results, 67% feel anxious, worry often and have trouble relaxing. 67% said they find little pleasure in doings things, have little energy and trouble concentrating at times. 42% scored themselves as having low resilience, easily discouraged by failure and not able to achieve goals as easily as they would like. In perceived stress, participants scored 92%, feeling stressed, nervous and that things don't often go their way. 58% of respondents said that they feel protective of others in difficult situations but that they also feel helpless in emotional situations. This scale ranged between the positive and negative responses, in that there were definite feelings of empathy towards others, yet a high level of self-helplessness in certain scenarios. With regards to mental wellbeing, participants were asked about feelings of optimism, feeling close to others and being able to deal with problems. 92% scored low on all of these questions, they rarely experience these feelings. Project Officer compared results from the 16+ team and Simon Community, where the average age was 18.8 years and 25.8 years respectively. There was also an equal amount of male/female numbers in each group. There is no notable difference between scores, apart from the general mental wellbeing questionnaire, Simon Community respondents were more optimistic about the future (3/6) compared to the younger 16+ respondents (0/6). This will be interesting to observe as the programme progresses, if any underlying factors are affecting individuals responses. It is also worth noting that this is a very small pilot, therefore lower sample numbers could also be a determining factor as to the little discrepancy between group scores. The literature chosen then idenitified each of the 6 constructs as a catalyst to initiate conversations in relation to the stories and characters, the young people's experiences and thoughts on the subjects, coping strategies, goal setting, support networks and other positive ways of working/living/observing mental health and wellbeing. It will be interesting to see the end of programme results and individual impact.
Report 7 - Y2 Q3/Q4	Case study: Clarendon @ Ashmore - "The women stayed with the twelve weeks and were sorry to see it end. From the beginning they engaged with the material well. As the sessions continued personal experiences and feelings evoked by the story/poem grew and were talked about in more detail. It was a small group and the level of trust amongst the participants was high, making it easy to move with the ideas/issues involved in the reading." - Mary, Reading Rooms volunteer.

4.1 Outcomes report

Report 9 - Y3 Q1	24 participants volunteered to be part of this in-house pilot study into Reading Rooms and mental health. One group from 16+ Pathways and one group from Simon Community NI and a small group were recruited from Extern, Belfast. The pilot did not go according to plan and of the 24, only three participants participated in the final evaluations (no clear results can be found from these three completed evaluations). There are a number of reasons for this; a few participants had moved on from Simon Community, the 16+ Pathways young people would not commit to a time/day to complete these and those recruited from the Extern group did not finish their sessions. There is a lot of learning to take from this. Verbal knew that there would be a possible fall out from the initial number of participants recruited and could have taken a sample from one partner only. Project Officer felt that staff from the partnerships were not as supportive in assisting Verbal with this, although no obligation was put on their part to do so. Unfortunately, we cannot shorten the questionnaires as we are measuring 6 outcomes initially (results may narrow down which measures display the clearest outcomes of people's mental well being). For future reference, more effort should be put into preparation for this project. Having full committment from our partners is key and all staff can be fully aware of the work we are doing and be in a better position to support us. At present Verbal have two new upcoming research projects where one partner will be used for recruitment and full meetings prior to commencement of the projects are taking place.
Report 10 - Y3 Q2	The Rayne Foundation project tender has been released and Spirit will be kept up to date with its progress. The children from the ARCS programme will be asked questions that pertain to their mood after doing the Reading Rooms in Verbal and at home (using the digital app). This includes feelings of empathy and resilience. This will also be reported on to Spirit as the programme progresses.
Report 11 - Y3 Q3/Q4	Ulster University were awarded the tender for the research project. The project will run for 12 weeks, where 90 participants will complete a pre and post questionnaire asking questions measuring feelings of anxiety, depression, stress, resilience, well-being and empathy. After initial conversations with Ulster University it was agreed that loneliness and social comparison would also be measured. The 90 participants will be divided into 3 groups - Group 1 will be full Reading Rooms intervention. Group 2 participants will have reading only sessions (RRs stories without annotations and conversation) and Group 3 participants will have no intervention, only pre and post questionnaires required at week 1 and again at week 12. Recruitment offically commenced in September with Probation Board of NI (PBNI) and Northern Ireland Prison Service (NIPS) through Barnardo's NI. There have been delays receiving referrals and actions taken to take into consideration for this. This has included going Northern Ireland wide around PBNI offices and meeting up with exisiting and new staff teams to reintorduce/refresh Reading Rooms. The main point of each of these conversations has been to speak about the work Verbal has been doing these past few years under Spirit and what we hope to achieve with this research. For those who have been willing, Project Coordinator has been delivering Reading Rooms tastaers to staff to give them the full experience. What has been most beneficial in this process has been our relationship with PBNI's Psychology Team and Barnardo's. PBNI Psychology Team have expressed an interest in Reading Rooms and hope that this can be an intervention clients will be able to partake of in the future. Barnardo's and Verbal recognise that working collaboratively with offenders can produce best results with regards to building positive futures. Delivery commenced with the first group (Group 2) in November with Extern Works (men who need extra support with learning and employment post custody). In November delivery started at Maghaberry Prison (Group 1) and will carry on into the New Year. Group 3 participants have been recruited from PBNI's ECO Teams (Enhanced Combination Order). Recruitment is still slow but there has been good progress made to date.

Social Impact Measurement - Outcome Data for Main Project (broken down by year, with total)

Theme	Question	Filter for VAC?	Number of Positive Respondents (Numerator)	Baseline # of Positive Respondents (Numerator)	Baseline Total # of Respondents (Denominator)	Baseline % of Positive Respondents	End line # of Positive Respondents (Numerator)	End line Total # of Respondents (Denominator)	Endline % Positive Respondents	Change
Wellbeing	Overall, how satisfied are you with your life? (On a 0-10 scale, where 0 is not satisfied at all and 10 is completely satisfied)	Yr1	No. of participants who responded 7 to 10	15	52	29%	29	47	62%	33%
Wellbeing	Overall, how satisfied are you with your life? (On a 0-10 scale, where 0 is not satisfied at all and 10 is completely satisfied)	Yr2	No. of participants who responded 7 to 10	25	56	45%	33	42	79%	34%
Wellbeing	Overall, how satisfied are you with your life? (On a 0-10 scale, where 0 is not satisfied at all and 10 is completely satisfied)	Yr3	No. of participants who responded 7 to 10	26	56	46%	35	51	69%	22%
Wellbeing	Overall, how satisfied are you with your life? (On a 0-10 scale, where 0 is not satisfied at all and 10 is completely satisfied)	ALL	No. of participants who responded 7 to 10	66	164	40%	97	140	69%	29%
Wellbeing	Overall, how much do you feel the things you do in your life are worthwhile? (On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile)	Yr1	No. of participants who responded 7 to 10	15	52	29%	28	47	60%	31%
Wellbeing	Overall, how much do you feel the things you do in your life are worthwhile? (On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile)	Yr2	No. of participants who responded 7 to 10	31	56	55%	30	42	71%	16%
Wellbeing	Overall, how much do you feel the things you do in your life are worthwhile? (On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile)	Yr3	No. of participants who responded 7 to 10	27	56	48%	34	51	67%	18%
Wellbeing	Overall, how much do you feel the things you do in your life are worthwhile? (On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile)	ALL	No. of participants who responded 7 to 10	73	164	45%	92	140	66%	21%
Wellbeing	Overall, how happy did you feel yesterday? (On a 0-10 scale, where 0 is not at all happy and 10 is completely happy)	Yr1	No. of participants who responded 7 to 10	14	52	27%	26	47	55%	28%
Wellbeing	Overall, how happy did you feel yesterday? (On a 0-10 scale, where 0 is not at all happy and 10 is completely happy)	Yr2	No. of participants who responded 7 to 10	21	56	38%	28	42	67%	29%
Wellbeing	Overall, how happy did you feel yesterday? (On a 0-10 scale, where 0 is not at all happy and 10 is completely happy)	Yr3	No. of participants who responded 7 to 10	30	56	54%	36	51	71%	17%
Wellbeing	Overall, how happy did you feel yesterday? (On a 0-10 scale, where 0 is not at all happy and 10 is completely happy)	ALL	No. of participants who responded 7 to 10	65	164	40%	90	140	64%	25%

Wellbeing	Overall, how anxious did you feel yesterday? (On 0-10 scale, where 0 is not anxious and 10 is completely anxious)	Yr1	No. of participants who responded 0 to 3	16	52	31%	16	47	34%	3%
Wellbeing	Overall, how anxious did you feel yesterday? (On 0-10 scale, where 0 is not anxious and 10 is completely anxious)	Yr2	No. of participants who responded 0 to 3	17	56	30%	16	42	38%	8%
Wellbeing	Overall, how anxious did you feel yesterday? (On 0-10 scale, where 0 is not anxious and 10 is completely anxious)	Yr3	No. of participants who responded 0 to 3	24	56	43%	24	51	47%	4%
Wellbeing	Overall, how anxious did you feel yesterday? (On 0-10 scale, where 0 is not anxious and 10 is completely anxious)	ALL	No. of participants who responded 0 to 3	57	164	35%	56	140	40%	5%
Wellbeing	Do you feel better about your life and future as a result of being involved in this project/event? (Yes a lot, Yes, A bit, Not at all)	Yr1	Number of participants responding 'yes, a lot' and 'yes'			0	43	47	91%	91%
Wellbeing	Do you feel better about your life and future as a result of being involved in this project/event? (Yes a lot, Yes, A bit, Not at all)	Yr2	Number of participants responding 'yes, a lot' and 'yes'			0	32	42	76%	76%
Wellbeing	Do you feel better about your life and future as a result of being involved in this project/event? (Yes a lot, Yes, A bit, Not at all)	Yr3	Number of participants responding 'yes, a lot' and 'yes'			0	45	51	88%	88%
Wellbeing	Do you feel better about your life and future as a result of being involved in this project/event? (Yes a lot, Yes, A bit, Not at all)	ALL	Number of participants responding 'yes, a lot' and 'yes'			0	120	140	86%	86%
Disability	Generally speaking, do you think there is a lot of prejudice in Britain against disabled people in general (A lot, A little, Hardly any, None, Don't know)	Yr1	Number of participants responding 'hardly any' or 'none'	3	52	6%	7	47	15%	9%
Disability	Generally speaking, do you think there is a lot of prejudice in Britain against disabled people in general (A lot, A little, Hardly any, None, Don't know)	Yr2	Number of participants responding 'hardly any' or 'none'	7	56	13%	7	29	24%	12%
Disability	Generally speaking, do you think there is a lot of prejudice in Britain against disabled people in general (A lot, A little, Hardly any, None, Don't know)	Yr3	Number of participants responding 'hardly any' or 'none'	13	56	23%	24	51	47%	24%
Disability	Generally speaking, do you think there is a lot of prejudice in Britain against disabled people in general (A lot, A little, Hardly any, None, Don't know)	ALL	Number of participants responding 'hardly any' or 'none'	23	164	14%	38	127	30%	16%
Disability	Thinking about disabled people in general, how much of the time, if at all, do you think they can lead as full a life as non-disabled people? (All of the time, Most of the time, Some of the time, Rarely, Never)	Yr1	No of respondents who answer most or Some of the time, rarely or never	19	52	37%	22	47	47%	10%
Disability	Thinking about disabled people in general, how much of the time, if at all, do you think they can lead as full a life as non-disabled people? (All of the time, Most of the time, Some of the time, Rarely, Never)	Yr2	No of respondents who answer most or Some of the time, rarely or never	21	56	38%	18	42	43%	5%

Disability	Thinking about disabled people in general, how much of the time, if at all, do you think they can lead as full a life as non-disabled people? (All of the time, Most of the time, Some of the time, Rarely, Never)	Yr3	No of respondents who answer most or Some of the time, rarely or never	19	56	34%	16	51	31%	-3%
Disability	Thinking about disabled people in general, how much of the time, if at all, do you think they can lead as full a life as non-disabled people? (All of the time, Most of the time, Some of the time, Rarely, Never)	ALL	No of respondents who answer most or Some of the time, rarely or never	59	164	36%	56	140	40%	4%
Social Connectedness	Please rate how engaged you generally feel with your local community (engagement refers to a feeling that you are meaningfully connected to other people in your community, and/or the community as a whole)	Yr1	Number of respondents who responded engaged, very engaged	10	52	19%	27	47	57%	38%
Social Connectedness	Please rate how engaged you generally feel with your local community (engagement refers to a feeling that you are meaningfully connected to other people in your community, and/or the community as a whole)	Yr2	Number of respondents who responded engaged, very engaged	28	56	50%	24	42	57%	7%
Social Connectedness	Please rate how engaged you generally feel with your local community (engagement refers to a feeling that you are meaningfully connected to other people in your community, and/or the community as a whole)	Yr3	Number of respondents who responded engaged, very engaged	29	56	52%	33	51	65%	13%
Social Connectedness	Please rate how engaged you generally feel with your local community (engagement refers to a feeling that you are meaningfully connected to other people in your community, and/or the community as a whole)	ALL	Number of respondents who responded engaged, very engaged	67	164	41%	84	140	60%	19%
Social Connectedness	Please rate how proud you feel of your contribution to your community (Very proud, Mostly proud, Occasionally proud, Not at all proud)	Yr1	Number of respondents who responded mostly proud and very proud	4	52	8%	21	47	45%	37%
Social Connectedness	Please rate how proud you feel of your contribution to your community (Very proud, Mostly proud, Occasionally proud, Not at all proud)	Yr2	Number of respondents who responded mostly proud and very proud	15	56	27%	19	42	45%	18%
Social Connectedness	Please rate how proud you feel of your contribution to your community (Very proud, Mostly proud, Occasionally proud, Not at all proud)	Yr3	Number of respondents who responded mostly proud and very proud	15	56	27%	21	51	41%	14%
Social Connectedness	Please rate how proud you feel of your contribution to your community (Very proud, Mostly proud, Occasionally proud, Not at all proud)	ALL	Number of respondents who responded mostly proud and very proud	34	164	21%	61	140	44%	23%
Social Connectedness	Please rate how often you feel that you lack companionship and/or feel isolated from others? (Hardly ever, Some of the time, Often)	Yr1	Number of respondents who responded some of the time, often	41	52	79%	42	47	89%	11%
Social Connectedness	Please rate how often you feel that you lack companionship and/or feel isolated from others? (Hardly ever, Some of the time, Often)	Yr2	Number of respondents who responded some of the time, often	43	56	77%	30	42	71%	-5%
Social Connectedness	Please rate how often you feel that you lack companionship and/or feel isolated from others? (Hardly ever, Some of the time, Often)	Yr3	Number of respondents who responded some of the time, often	50	56	89%	42	51	82%	-7%
Social Connectedness	Please rate how often you feel that you lack companionship and/or feel isolated from others? (Hardly ever, Some of the time, Often)	ALL	Number of respondents who responded some of the time, often	134	164	82%	114	140	81%	0%

Social Impact Measurement - Outcome Data for Research Project with Ulster University, funded by Rayne Foundation

(RCT: group 1 - reading rooms group, group 2 - reading rooms group without discussion, group 3 - no intervention).
More data was collected for this study, and will be available in the research report.

Theme	Question	Number of Positive Respondents (Numerator)	Baseline # of Positive Respondents (Numerator)	Baseline Total # of Respondents (Denominator)	Baseline % of Positive Respondents	End line # of Positive Respondents (Numerator)	End line Total # of Respondents (Denominator)	Endline % of Positive Respondents	Change
			BASELINE - Use for the first interaction with long-term participants			ENDLINE - use at the end with long-term particpants			
Social connectedness	First, how often do you feel that you lack companionship? (Hardly, Some of the time, Often)	Group 1 number of respondents who responded some of the time, often	17	23	74%	11	16	69%	-5%
Social connectedness	First, how often do you feel that you lack companionship? (Hardly, Some of the time, Often)	Group 2 number of respondents who responded 'some of the time', 'often'	6	9	67%	3	7	43%	-24%
Social connectedness	First, how often do you feel that you lack companionship? (Hardly, Some of the time, Often)	Group 3 number of respondents who responded 'some of the time', 'often'	9	17	53%	1	1	100%	47%
Social connectedness	How often do you feel left out? (Hardly, Some of the time, Often)	Group 1 number of respondents who responded some of the time, often	18	23	78%	9	16	56%	-22%
Social connectedness	How often do you feel left out? (Hardly, Some of the time, Often)	Group 2 number of respondents who responded 'some of the time', 'often'	3	9	33%	3	7	43%	10%
Social connectedness	How often do you feel left out? (Hardly, Some of the time, Often)	Group 3 number of respondents who responded 'some of the time', 'often'	10	17	59%	1	1	100%	41%
Social connectedness	How often do you feel isolated? (Hardly, Some of the time, Often)	Group 1 number of respondents who responded some of the time, often	17	23	74%	12	16	75%	1%
Social connectedness	How often do you feel isolated? (Hardly, Some of the time, Often)	Group 2 number of respondents who responded 'some of the time', 'often'	4	9	44%	1	7	14%	-30%
Social connectedness	How often do you feel isolated? (Hardly, Some of the time, Often)	Group 3 number of respondents who responded 'some of the time', 'often'	11	17	65%	1	1	100%	35%

Project name	Reading Rooms

END OF GRANT - FINAL SUPPLEMENTARY COMMENTARY

Please report on the overall achievements, against the original outcomes. Include process evaluation for your (and partner) organisation.

Learning themes (you can add your own)	What KEY things have you learned? What ADVICE would you give to others? What made the biggest difference to success, how or why?	What changes have you made in your organisation? What do you do differently and why?
Volunteer recruitment, management and retention	Recruiting volunteers has been a challenge for a programme that works withing the criminal justice. Volunteer's personal preference within Verbal has been to deliver Reading Rooms with older people and children and young people (school age). Those that have come on board Beyond the Walls have stayed the distance and have a better understanding of the programme and the type of participant. They have not come with a preconceived notion of what they will encounter nor has their offence been a subject of concern for them. This has been key learning for Project Coordinator; accepting a lower interest from volunteers, however, gaining volunteers with a rich and varied skills base, that enjoy the work they do for Verbal. Our volunteers are greatly respected and Verbal tries to showcase their work and support them through continuous contact and celebrating, where possible, all their work.	Changes to the OCN qualification for facilitators has meant refresher courses delivered to Verbal volunteers. Verbal has also started 'masterclasses', where different departments and projects from within Verbal present a piece about what we do, what we aim to achieve and what our volunteers help us with in the everyday running of the Centre. This has been well met by many volunteers. So far we have had a Literary Masterclass and a Psychology Masterclass. We hope to delier our next masterclass on projects (new and exisiting). We hope volunteers can feel more a part of the organisation and understand / journey along with Verbal as Reading Rooms (in particular) progresses.
Beneficiary recruitment and retention	Perseverance is key. Keep momentum going to gain profile of programme through continuous and effective communication with key staff.	Having a designated liaison from main partner PBNI has been a positive move. It has enabled Verbal to have more open access with PBNI areas offices and increased profile of the project in new areas.
How to make the project high quality for beneficiaries	Don't be afraid to challenge participants - during group sessions, ask the difficult questions, allow the conversation to flow. Once trust is built in a group, participants have opened up more and added to the group dynamic and benefit the most from the sessions.	Change in literature based on a psychology curriculum has helped improve the delivery of Reading Rooms to beneficiaries and allow for richer, more engaging conversation based on well being.
Communications to engage, promote and recruit; what methods worked best and with who?	Face to face interaction produced the best results. It is the best way to engage responses from all parties and helped establish lasting partner relationships. It was of great benefit to have Simon Community onboard from the outset of the programme; access to their residential units and the service users. Having the access allowed Verbal the time to build a strong partnership with PBNI (slower rate of referrals). The Reading Rooms were always very enjoyable and eye opening at Simon Community (the issues and life experience spoken about during sessions). The only downside was these participants tended to present with the worst problems and more often were those who missed sessions or did not finish the programme. If given the opportunity, Project Coordinator would advise staff with Simon Community to work/communicate with Verbal facilitators to encourage more participation.	In the past year Verbal has moved to promote the Centre and its projects through social media, in particular paid advertising on Facebook. This is to draw in a newer audience that may not normally look to Arts based organisations, through participation in in our Centre acitivites (Projects and art installations, journalism and publishing) or our job opportunities/volunteering. Verbal has also been working on moving Reading Rooms to digital format so that new and past participants can experience Reading Rooms in the comfort of their homes and with families and will be accessible for all age groups.
Data capture / monitoring and learning - what did this really tell you?	The questionnaires were a good way to gauge participants immediate responses to well being and disability. Conversations within the Reading Rooms became a more reliable way to receive more in depth responses to measures such as anxiety and self-worth. The main learning from this was that Project Coordinator could observe positive responses during Reading Rooms but it was harder to capture lasting benefit as many participants opted not to move on to the peer mentoring phase. Those that did progress on the programme wanted to build their career with volunteering and experience working within a community setting. Project Coordinator learned that if there was a parent/child relationship focus incorporated into the programme, this was likely to motivate others (men in particular) to get involved in the whole programme.	Working with PBNI and discussing about Reading Rooms with parent/child allowed us to run a pilot project (funded through Assets Recovery Community Scheme- ARCS) to build a programme where the parent (offender) could experience Reading Rooms and then build the skills to interact with their child using Reading Rooms also. There continues to be interest from Probation staff to develop this.
Spirit outcomes (Wellbeing and perceptions of disability)	Verbal has been pleased with the results of the wellbeing measures throughout the programme. Year shows an increase from pre to post programme with satisfaction, happiness and worth, although less than the previous years. Project Coordinator observed clients with more issues presenting and subsequently, more anxiety felt/epxressed. As in previous reports, it was observed from Probation staff that some were experiencing higher caseloads of clients with mental health disorders/illnesses. This may have had an effect on scores, however, key learning for Project Coordinator has been that Reading Rooms could be experienced just as well with these participants. With regards to perceptions of disability, Project Coordinator observed that people living with physical diability was not as well represented in the sessions as other forms (including intelectual, mental health, visual and/or hearing disability). Key learning was mainly experienced through the rich and engaging conversations about disability and lived experience. It was an excellent piece of learning for Project Coordinator in particular.	Verbal is carrying out research to gather evidence of Reading Rooms impact on those involved within the criminal justice system. This research will concentrate of measuring anxiety, depression, resilience, empathy, well being, loneliness and social comparison. Verbal's hope is that at least one, if nother more, of these measures will show that the current model of Reading Rooms (incorporation of Psychology Curriculum) can have a positive effect and lasting benefit to participants. We hope that this report can be disseminated to wider circles and assist Verbal in our future relationship with current stakeholders and attract new investors in the programme.
What you will maintain and continue with - sustainability	Areas to continue: Receiving individual referrals from PBNI, delivering Reading Rooms (as a bibliotherapeutic model of well being) to audience based on current issues clientele face and continuation of strong relationships with key stakeholders.	Introducing Reading Rooms as a digital model (separate to delivered sessions) - a guided bibliotherapy platform for people, promoting conversation through stories. This will improve Verbal's sustainability through engaging with a larger audience, widening Verbal's reach and increasing accesibility where the delivered method cannot.

AUTHORISATION & COMPLIANCE

Project name	Reading Rooms
Grant holder	Verbal Arts Centre
Grant start date	14 November 2016
Grant end date	30 November 2019
Period from	01 December 2019
Period to	29 February 2020
Date completed	31 March 2020

[ ] boxes in grey to be completed by grant holder
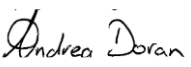
This form must be signed and dated by an authorised signatory

1. I declare that to the best of my knowledge, the information given in our Monitoring Report is correct and complete

2. I understand that the information provided in our Monitoring Report may be circulated and discussed with any person or organisation helping the Spirit of 2012 evaluate our project

3. I have read the Compliance statement (below) and confirm that the organisation has complied with every term

4. I confirm that the management committee or governing body knows about this report and that all sections have been completed and as far as I know all the information given in this report is accurate.

Title	Mrs
First name	Andrea
Surname	Doran
Position or job title in organisation	Director of Programming and Learning

Signature Please ensure a signature, rather than a typed name (for audit purposes)	*Andrea Doran*
Date	31 March 2020

Compliance statement

Tick to certify that:
1. Our grant has been used by this organisation exclusively for the project as described in our grant application and in accordance with the grant agreement and any major changes to the project have been agreed in writing with the Spirit of 2012.
2. There have been no major changes to this project during the last 6 months other than what we have told the Spirit of 2012 about which have received written approval.
3. Our organisation has not received duplicate funding for this project to date.
4. Our organisation has declared all sources of funding for this project to date.
5. Our organisation has not changed its constitution about its aims, payment to members of its governing body, distribution of assets (whether on a dissolution or not) or admission of members (where it has a membership)
6. Our organisation is keeping full and proper accounts and records, including invoices, which show how the grant has been used.
7. Our organisation has an equal opportunities policy that is carried out and regularly reviewed.
8. Our organisation has a child protection/vulnerable adult polices and procedure in place.
9. Our organisation has not disposed of any Spirit funded assets in the past year.
10. Our organisation is following all statutory requirements and other laws and regulations relating to the project and its work including: adhering to employers liability insurance; the national minimum wage; the working time directive; health and safety; child protection; data protection and intellectual rights legislation.

Tick (delete as appropriate)	✓

SPIRIT COMMENTS AND AUTHORISATION - INTERNAL USE ONLY

Project name	Reading Rooms (Beyond the Walls)	**Date submitted**	31/03/2020
Grant holder	Verbal Arts Centre	**Period from**	01/12/2019
		Period to	29/02/2020

Area	GLM comments	RAG	Key Learning; process, recruitment, retention, etc. Project-based and internally
Outputs	Looking at the achievements against the outputs set out at the start of the grant, the team at Verbal Arts have successfully engaged and recruited the target 112 people in year 2 and 3 of the extended impact grant, using referral partners Probation Board Northern Ireland, as well as smaller setups with Simon Community, Extern Pathways 16+ and others. Further funding from the Rayne Foundation extended this engagement as part of the RCT. Volunteer numbers and accredited training experiences ended up lower than planned (12 rather than 20) mainly as the focus moved to a more bespoke offer meeting participants motivations to become a volunter and building in flexibility and support. The team have been engaged with Spirit throughout, beyond the requirements of the grant itself. > Visits from Spirit Board, Exec and YAP (Kieran Harding, Debbie Lye, Alex Johnston, Helen Killingley, Thomas Copeland), https://vimeo.com/231678782 > Running a Great Get Together in June 2019 > Extending the grants evaluation and learning with a RCT funded by Rayne Foundation (£35k) to demonstate the model's impact on wellbeing and mental health.	Green	Engagement with partners was key for this programme. Verbal regularly said you had to experience/ see it, to understand the benefits. By offering 'taster sessions' to the referral partners meant a more effective engagement with their participants and volunteers. With the end of grant video, quantitative social outcome data and external research project funded through the Rayne Foundation this should go some way to open the door wider to reduce the time lag for this engagement. - Building trust and working with the right partners (and staff members) - Building trust and regularity with the same session facilitator and volunteer
Outcomes	The Verbal team have gone on a significant journey since the start of their grant and now more confident and curious in exploring the social outcomes for individuals in the first instance, and their communities. This is recognised also in the quality of quantitative data they have provided, collecting through surveys at the second and final sessions. Their outcomes narrative tab explores To follow in the coming quarter, - End of grant video (produced by Verbal) - Research report by Ulster University (not part of grant requirement)	Green	
Risks	No further risks as this grant has closed. Sadly at present, there is no further funding allocated to this project's continuation.	Amber	
Finance	Project closed with no underspend. Through the additional funding from the Rayne Foundation it reached more young people and extended its research and evaluation as well as project delivery for a further 3 months.	Green	
Communications	Project closed with a wealth of case studies and stories recognising Spirit's funding, including: - Dean's story - https://www.youtube.com/watch?v=o5vHxdNM-zg&feature=youtu.be - Sean's story - https://www.youtube.com/watch?v=wZRwzb4jg6U - Great Get Together 2019 - theverbal.co/News/verbals-great-get-together - Erin's story - https://www.spiritof2012.org.uk/erin-reading-rooms-0	Green	Verbal regularly said, you had to see it to understand the impact. To that end, Spirit GLM encouraged they produce a video to demonstrate and share their impact rather than a report. Learning - being flexible in using the grantee's communications style to engage and produce a better, clearer 'report'.

GLM signed		date
Helen Killingley		**06/04/2020**

Executive signed		date
Alex Johnston Type text here		8/4/20

Final payment request

N/A - GRANT NOW CLOSED