



Ballymun Job Centre

**INVEST: Integrated Vocational Employability Skills
Training**

Final Evaluation Report

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1.0 Introduction

Ballymun Job Centre Co-op Society Limited (BJC) is a community-based non-profit charity, which provides employment services to local job seekers. The BJC was established in 1987 as a community response to a chronic unemployment situation. Their mission is to raise the skills and labour market aspirations of individuals in Ballymun and to promote the local labour force to employers. The overall objective of the BJC is to provide individuals with greater labour market choice and the opportunity to improve their employability, increase their earnings and reduce their vulnerability to poverty. The BJC works to reduce the level of poverty in the Ballymun area by providing unemployed individuals with access to career guidance, education, and training to achieve quality employment and increased income and job security.

The BJC has played a pivotal role in the regeneration of Ballymun, in particular the economic and social development of the area. It has grown as an organisation over the last thirty years currently employing over 30 staff. Working in collaboration with its partners it has developed and managed many different programmes and activities including mainstream labour market programmes and EU Projects. Since opening, over 20,000 individuals have registered with the BJC and their services have supported over 6,000 individuals to access in excess of 10,000 jobs. Over 5,700 individuals have participated in training run by the BJC and relationships have been developed with over 500 employers in the greater Dublin area.

The BJC innovatively applies new ideas to address identified issues arising from the experience of clients to bridge gaps in services and labour market supports for disadvantaged job seekers. Over the years the BJC has led and partnered on many EU funds in order to access the financial resources to test new ideas and ways of working. There is significant transfer of learning from participation in EU projects and many transnational relationships have been developed and sustained through this work. The BJC has made determined efforts to ensure the lessons and work of the EU Projects improve the delivery of services and the way they work with their clients.

In 2017, BJC was successful in securing a grant from J.P Morgan Chase Foundation to deliver Integrated Vocational Employability Skills Training (IN-VEST) for young unemployed people who have the potential to access entry level positions but due to their background have been unable to avail of these opportunities via traditional routes. The JP Morgan Chase Foundation is a global grant making foundation whose strategic priorities include a commitment to support projects that tangibly increases work readiness for young people from social and economically disadvantaged backgrounds.

1.1 Evaluation

Business Improvement Solutions (BIS) were commissioned in July 2018 to conduct an independent social impact evaluation of the IN-VEST programme. A range of key stakeholders were involved in the social impact assessment, discussing outcomes and outcome measures, and contributing to the development of the impact map to illustrate the key changes which have occurred for them as a result of the project.

This approach to impact assessment provided a structured and reliable measure of the change created. The SROI evaluator was contracted from an early stage with the evaluation being formative. This allowed for adaptations to be made and for a more effective programme to be implemented during the second half of the project.

The first stage of the evaluation was an interim report to coincide with the conclusion of phase 1 which identified key findings and recommendations to be implemented in phases 2, 3 & 4 of the programme specifically in the areas of course design and delivery, student recruitment, retention and profiling, impact measurement and employer engagement. This final report seeks to capture the extent to which these recommendations were implemented and their relative success, furthermore this final report was able to measure the impact for the participants in groups 2, 3 and 4, elicit additional data through the participant progression tracker system and engage further with employers, coordination and management personnel in BJC and the Advisory Group.

1.1.1 Methodology

Table 1 sets out the consultation activity undertaken during the evaluation

Engagement
Initiation meeting with the evaluation project management group on August 16 th , 2018 with a follow up meeting on January 15 th , 2019.
Focus Group discussion and questionnaire survey ¹ with, 4 participants from Group 1 on September 4 th , 2018, 3 participants from Group 2 on December 10 th , 2018 and 7 participants from Group 3 on March 20 th , 2019. An on-line questionnaire circulated in July 19 was completed by a further 10 participants.
Online questionnaire survey to measure the effectiveness and impact of employer engagement circulated to six employers in August 2018 and April 19. A total of ten completed responses were received.
Interim findings presented to the Advisory Group in September 2018. Seminar on stakeholder outcomes and impact facilitated with the Advisory Group on April 4 th , 2019.
On-going liaison with Project Co-ordinator
Questionnaire survey with employers.

Table 1: IN-VEST Evaluation Methodology

The evaluation team had access to the project concept notes and research, data in relation to student recruitment and feedback from students and employers. The evaluation framework for this programme is included in **Appendix 1**.

¹ See Appendix 1

2.0 The IN-VEST Programme

This section will explore the strategic context of the programme, assess relevance and provide detail on the course design and delivery.

2.1 Strategic Relevance

Ballymun is characterised by socio-economic disadvantage and has been classified as 'Very Disadvantaged' by the All-Island HP Deprivation Index (2016). This classification is based on demographic profile, social class composition, and labour market situation (All-Island HP Deprivation Index, 2016). The development of the IN-VEST programme was underpinned by BJC's commitment to address local disadvantage by enhancing participant's employability skills to access and sustain entry level positions. BJC's conviction is that this can be best achieved through tailored interventions which focus on three inter-related areas, their human capital, their social capital and their psychological capital.

There are two main reasons why the programme is aimed at all three areas i.e. human, social and psychological capital. The first relates to prevailing labour market policy and the type of interventions currently provided by the state to support disadvantaged individuals. The second is the personal, educational, family and social background of the individuals the programme is designed to support.

The focus of current labour market policy is one of work first. Current labour market programmes intended to support disadvantaged individuals to access the labour market are often divided into programmes to address one of the three areas above, however there are no programmes that adopt an integrated approach by providing activities and supports that address all three employability factors.

The profile of the young people who are excluded from the labour market requires interventions to address the complex set of factors that result in exclusion. The IN-VEST programme supports participants in identifying suitable careers through ascertaining the underlying components of their employability (human, social and psychological capital) and their specific aptitudes, career interests and preferred personality/ behavioural work style.

One possible pathway for IN-VEST completers is entry level employment in ICT or related areas, the increasing skill shortages in the area of ICT further evidences the need for innovative approaches to address same. FITs ICT Skills Audit (2014 found that there are approximately 7,000 current vacancies in the sector, with the majority of vacancies (75%) in entry level and competent level categories. The types of entry level positions identified by FIT include positions in Networking/PC Maintenance, Contact Centre Support, Platform Administration and Software Testing.

The FIT Skills Audit (2014) report also highlights general trends in skill demands and draws attention to project management and soft skills as being highly valued at entry level. There is also a huge need for potential employees to have the required soft skills such as customer facing skills, teamwork, multi-tasking, hands on project management experience, strategic planning and people management skills, all of which are emphasised as being highly sought-after skills for the sector.

The Government and the Apprenticeship Council is committed to more than doubling the number of new apprentices registered by 2020 in Ireland and to expanding the range of New Tech Apprenticeships. In late 2017 Minister Bruton announced 26 new national apprenticeships and further budget to support the development of new apprenticeships.

Record numbers of students are staying in school until they complete their Leaving Cert. Ireland now has the second highest student retention rate in the European Union with 94% of students remaining in upper secondary education. This equates that 94% of school leavers already meet minimum requirements for the traditional trades (Grade D in five Junior Certificate exams, or an approved equivalent). The Department of Education² analysis of school data also shows the gap in student retention between disadvantaged schools and non-disadvantaged schools has halved since 2001.

This points to the difficulties in accessing entry level employment for young people from disadvantaged areas not being attributable to academic ability or not meeting minimum entry requirements but perhaps challenges of access, awareness and incentivisation. Programmes such as IN-VEST can also make a valuable contribution to reducing youth unemployment and numbers of young people who are not in education, employment or training (NEET) with the 2016 figure for Ireland NEET's @15.6%³.

Ballymun was the first location approved for the Youth Guarantee in 2013 with BJC as one of the designated lead agencies. The Ballymun pilot Youth Guarantee focused on providing young people (18 – 24) with a quality offer of education, training, work experience or employment within a short time of becoming unemployed. The project worked with employers, education providers and community organisations to test out new ways to engage with the young unemployed. It had a vital role, not just in supporting the young people of Ballymun, but in informing the development and rollout of the National Youth Guarantee.

² <https://www.irishtimes.com/news/education/record-numbers-stay-in-school-until-leaving-cert-finished-1.3297645>

³ <http://www.cedefop.europa.eu/fr/publications-and-resources/statistics-and-indicators/statistics-and-graphs/30-how-many-young-are-not>

2.2 Course design and delivery

The IN-VEST start date was pushed back from September 2017 to January 2018 due to delays in securing confirmation from the Department of Employment Affairs and Social Protection on how programme participation would affect trainees' payments. To offset this, the 9-month cycle for the delivery of each phase of the programme was reduced to 6 months.

Two guidance staff in the BJC were assigned to support IN-VEST. The support included the recruitment of participants, tutors, finalising the programme content, supporting the participants and the tutors during the programmes, sourcing work experience and supporting the employers and participants during the work experience.

Programme 1 finished in September 2018 with nine trainees completing the training modules and eight trainees completing work experience with various companies. One of the trainees opted out of work experience to pursue a training course. Once the trainees completed their work experience, they were linked in with BJC guidance practitioners to receive employer feedback on their placements, update their CVs, and complete the Hopefulness and Self-Esteem scales and Cantrell's Ladder⁴ for a final time.

Programme 2 finished in December 2018 with eight trainees completing the training modules and six students starting work experience with five of them completing their placements. Two trainees opted out of work experience due to issues with homelessness and mental health and another trainee did not finish his placement as he was offered full-time employment. Upon completion of their work experience, the trainees completed the above mentioned scales and received guidance and support in identifying progression options.

Programme 3 finished in May 2019; thirteen trainees completed the training modules with eleven completing work experience. Two trainees opted out of work experience due to mental health issues. They are linking in with BJC guidance practitioners to receive additional supports. Programme 4 concluded in August 2018, with eight trainees completing the training modules and work placements.

The IN-VEST content was designed by the Ballymun Job Centre, a full outline of the programme is included in **Appendix 2**. The programme content has been the same for all four groups with the exception of the first group which was 5 days a week with a separate soft skills tutor 2 days a week and it also incorporated the STEPS programme⁵.

⁴ measures life satisfaction by first asking the respondent to imagine their life in the best possible light and to describe their hopes and wishes for the future.

⁵ Workshops on the World of Work, Group Guidance (on employment, further education & training, employment schemes and volunteering) and Welfare to Work to help participants make an informed decision on their next career step.

Group 1 participants found the soft skills lessons challenging as they felt the delivery method was more rooted in therapeutic practices than a world of work approach. Based on this feedback, for the subsequent programmes the soft skills lessons were integrated within the ICT lessons so that they would be more contextualised for the tech sector environment. Tutor availability to deliver both ICT and soft skills lessons was for three days per week, hence the programme was reconfigured accordingly.

The six-week work placement for three mornings per week was effective, ensuring trainees had full access and exposure to a workplace environment. Employers were positive about the extent of knowledge and work readiness that the programme had inculcated in the participants. *“We are a job advertising agency and were impressed with the knowledge the lads had, based on what we experienced, the programme is providing the participants with a good introduction to the workplace and what it takes to be work ready”.* *Work Placement Provider*

It is noteworthy that an Advisory Board for the IN-VEST programme was in place from the outset. In addition to JP Morgan, other members included Microsoft, FIT, the National Youth Council, the National Economic and Social Council, the Department of Employment Affairs and Social Protection, and the City of Dublin Education and Training Board. This Board is composed of national leaders representing all key touch points of the VET system including policy makers, employers, educators and youth development professionals. The Board also brings a national perspective to the programme ensuring the IN-VEST programme is developed in line with external developments in the VET area.

3.0 Recruitment & Retention

This section will examine the recruitment criteria and the approaches adopted to target the defined target audience of those aged 16-30. It will also analyse the retention rates on the programme, offering further insights and rationales in relation to those who completed the programme and those who did not. An overall profile of age, gender, postcode, education attainment, welfare payment and work experience is also offered.

Figure 1 is the flyer designed by BJC to promote the programme which was circulated to local community and voluntary organisations throughout the Ballymun area. The Department of Employment Affairs & Social Protection (DEASP) assisted in the promotion of the programme with designated points of contact for the IN-VEST Programme Coordinator and delivering a promotional mailshot on behalf of Ballymun Job Centre. Their case officers also actively promoted the programme to their clients during their one-to-one sessions.

The priority target cohort for recruitment was the 16-30 age range. 8% of young people aged 16-19 in Ireland were NEET in 2016 with the comparable figure for 20-24-year olds at 19.8% NEET⁶. Within the 24-30 age category, many continue to drift in low-skilled, poorly paid employment as a result of not achieving academically, not being able to access further education and lacking the social capital and family support to help them make informed life decisions.

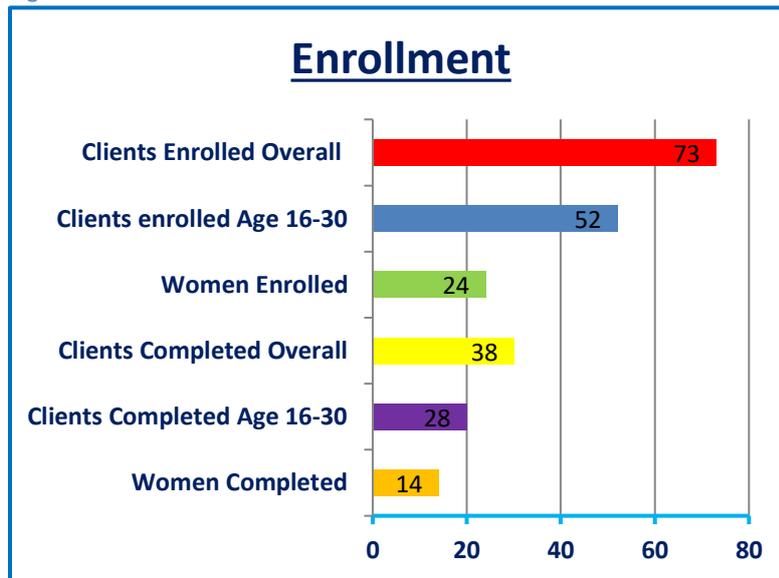


Fig 1 IN-VEST Promotional Flyer

⁶ 5 OECD (2017), Youth not in employment, education or training (NEET) (indicator)

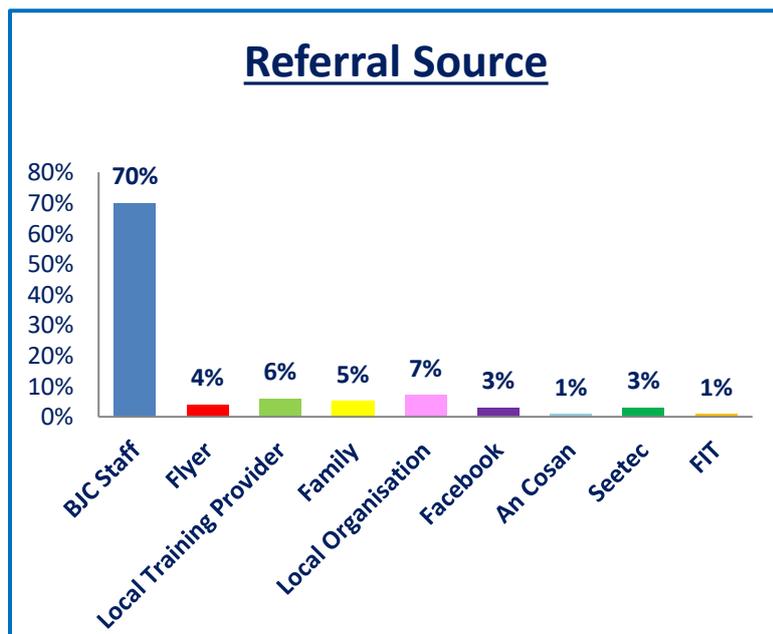
3.1 Enrolment

Fig 2 Enrolment Profile



The recruitment promotion resulted in 73 trainees enrolling in the programme. One of the main challenges experienced once the programme commenced was retaining the trainees. Barriers the trainees encountered included childcare, unstable home environments, and low literacy levels. Other factors that contributed to poor attendance, and in some

cases, trainees ultimately withdrawing from the programme, included mental health issues, low English language comprehension, and offers of full-time employment. Trainees who decided to leave the course were connected with appropriate resources including English for Speakers of Other Languages courses and free counselling sessions with Dublin City University’s mental healthcare services.

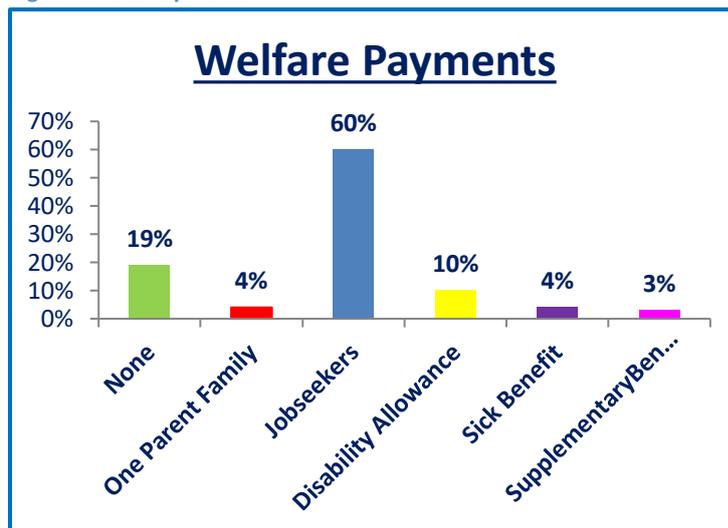


The majority of referrals came through BJC and in excess of 50% of those who enrolled in the programme would have participated in a BJC programme at some stage currently or in the past. The remaining referrals came via a range local community organisations and groups, family, promotional literature and social media.

Fig 3 Referral Source

3.2 Participant Profile

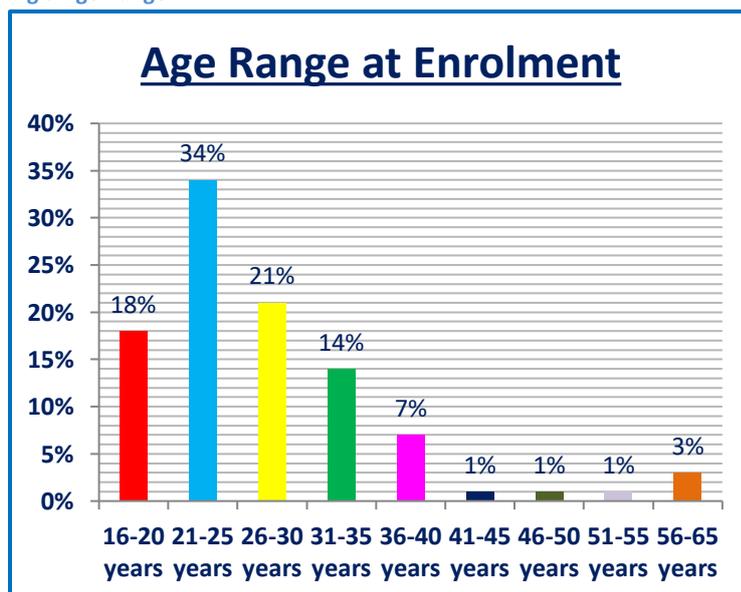
Fig 4 Welfare Payments



In tracking participant’s pathways to the IN-VEST programme, we have analysed the welfare payments which the cohort were claiming during participation. It is noteworthy that the DEASP decreed that participation on this programme would not affect existing benefit payments. Conversely the DEASP did not mandate attendance on the programme either. 60% of those

who enrolled were in receipt of Jobseekers Allowance and those within the 16-24 age bracket could come under the NEET⁷ classification. The programme represented an effective and timely intervention for this NEET cohort as research indicates that the longer a young person remains NEET, the more challenging it will be for them to engage in training and employment in the future⁸.

Fig 5 Age Range

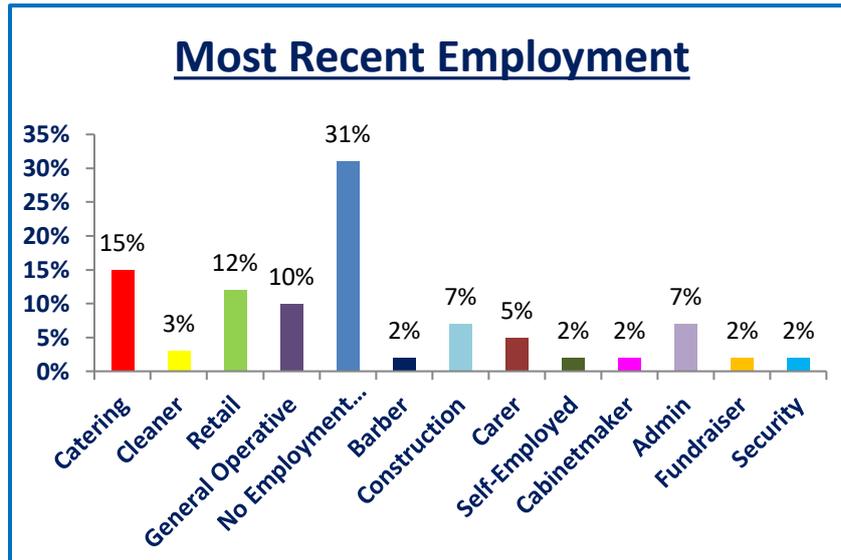


Just under 75% of those who enrolled were within the targeted 16-30 age range for the programme with a further 21% between aged 30-40. Two participants were within the 56-65 age range. This would support the emerging consensus that the ICT industry is accessible to people of all ages and career backgrounds with many considering it as an option in the middle to latter stages of their working lives.

⁷ Not in employment, education or training

⁸ <https://www.educationandemployers.org/wp-content/uploads/2014/06/changing-the-neet-mindset-lsn1.pdf>

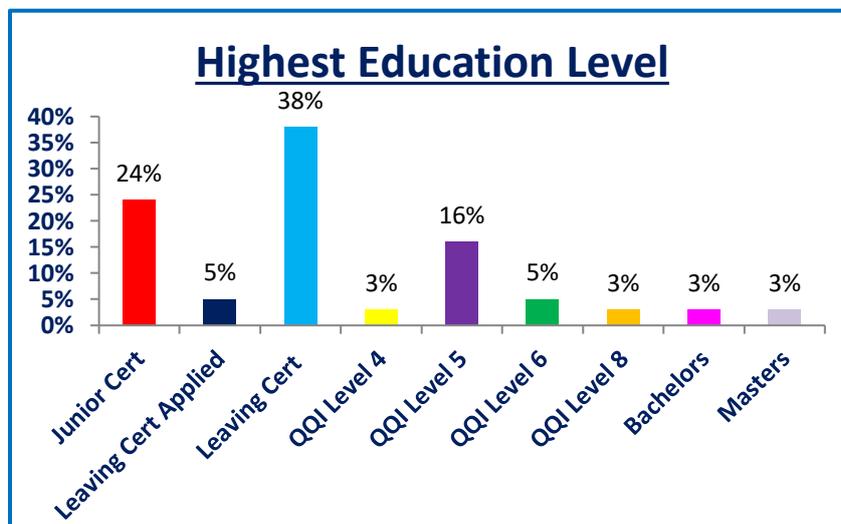
Fig 6 Most Recent Employment



Almost one-third of the group had no employment history which is significant and demonstrates the value of IN-VEST in engaging a cohort that are not work ready and require a flexible and tailored intervention to meet their individual needs. Most recent employment in catering, cleaning or as

a general operative was reported by nearly 40%

Fig 7 Highest Education Level Attained



All those who enrolled on the programme had at a minimum attained Junior Certificate or QQI Level 4. 38% had the Leaving Certificate as their highest level of attainment with just under 10% achieving at graduate or postgraduate level. Low levels of numeracy and literacy

was reported as a barrier to advancement in the IN-VEST programme though this was not necessarily linked to those with the lowest educational attainment.

Fig 8 Participant Postcodes

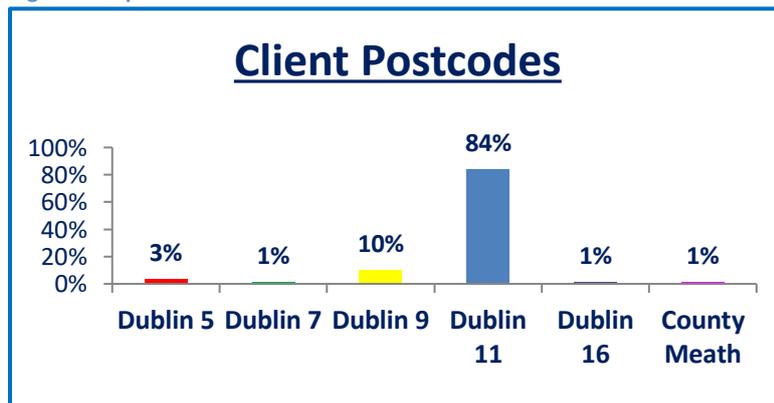
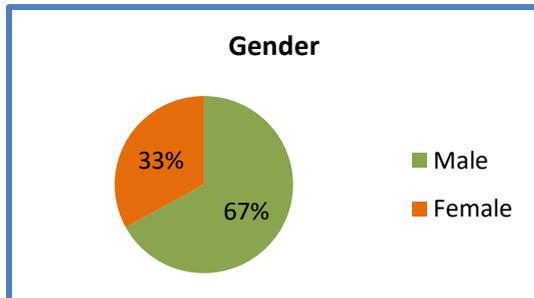


Figure 8 depicts the postcodes where those who enrolled on the programme lived. 94% were from either Dublin 11 or Dublin 9 which takes in all of Ballymun and Glasnevin. This was the targeted geographical area for recruitment to the programme.

Though numbers on the Live Unemployment Register in the Ballymun area have reduced consistently over the past 5 years, the percentage change in the live register in this period has been lower in Ballymun than nationally or indeed comparative to other areas with similar levels of disadvantage.

Fig 9 Gender - Enrolment

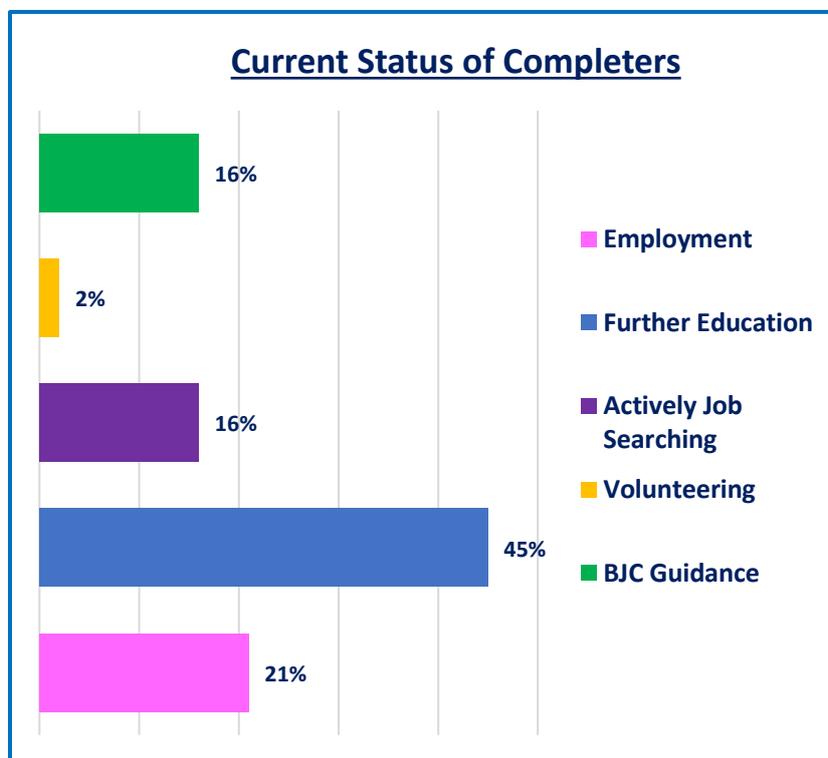


There is some evidence emerging that young females are underrepresented in ICT professions globally and pathway programmes can be an effective mechanism to address this. One third of those who enrolled on the IN-VEST programme were female with almost 50% of those who completed the programme being

female.

3.3 Destination of Completers

Fig 10 Completer destinations



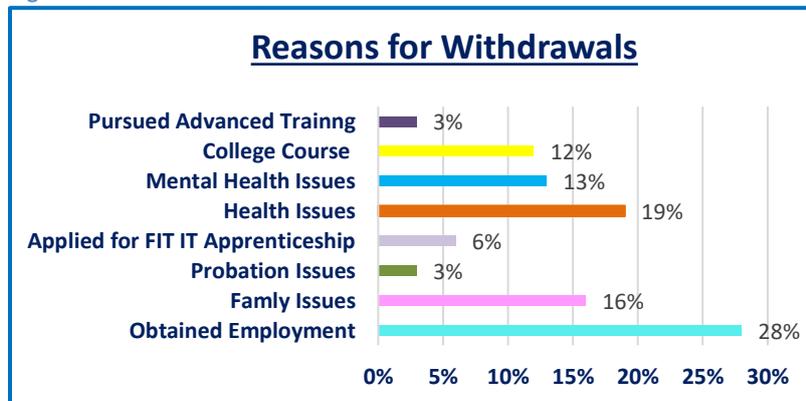
38 out of the 73 that enrolled have completed the programme. Just over 45% are currently in or are planning to commence full time education in September 2019 with 21% in employment. 16% are in receipt of guidance from BJC. Statistically, the overall completion rate is 52%. Benchmarking against similar projects is difficult due to the innovative nature of this programme. Some comparators may be

available against other programmes the BJC have delivered.

3.4 Non- Completers

One of the main challenges experienced once the programme commenced was retaining the trainees. Of the 73 individuals that enrolled on the programme, 38 completed. Barriers the trainees encountered included childcare, unstable home environments, low literacy levels & English language comprehension and health & well- being issues Trainees who decided to leave the course were connected with appropriate resources as referenced in Section 3.1.

Fig 11 Reason for withdrawal



Almost 50% of those who withdrew from the programme did so to either to start employment or pursue education or training. The remainder withdrew due to a combination of health & well- being and family and

probation issues which highlights the importance of on-going support and guidance.

Learning from the first two groups indicated that holistic guidance supports should be provided by the two guidance staff supporting the Invest programme. This support was provided by the guidance staff who had referred the client to the programme. This change was introduced in order to create a more meaningful relationships with trainees and to identify and resolve issues as they occur. This allowed the guidance staff supporting the programme to gain a better insight into trainees' needs, interests, and skillsets which facilitates the identification of appropriate work experience placements and progression options.

4.0 Impact

This section will explore the impact of the IN-VEST project on the main stakeholders.

4.1 Participants

Many students from areas of socio-economic disadvantage have the academic ability to move to employment or further education but struggle with low levels of social capital. They require support in personal development, confidence building, developing their own networks and the transversal skills which are the cornerstone of upward social mobility. The priority to build capacity in these key areas was reflected in the allocation of the course content for personal and professional development focusing on skills such as self-awareness, communication, group work, presentation and project management.

Appendix 3 includes the questionnaire that was completed by 25 participants to measure change as a result of participation in the IN-VEST programme, the students were asked to score themselves in each outcome area before beginning the programme and then at the point in time of completion of the questionnaire which for all was in the final stages or at completion of the programme. Verbatim quotations from the respondents are presented below with the results for the distance travelled in each outcome area for the respondents presented overleaf in Table 2.

"The training was invaluable and helped me build back up my self-esteem. It equipped with the skills in maintaining a good mental health and positive outlook for the future."

"I am more motivated to do things for myself. I rely less on the help of others and I focus more on my responsibility for my own tasks e.g. gaining employment."

"Since doing the course I have been motivated to further education I'm doing another IT course"

"I felt lost in what I wanted to do the course gave me confidence to make a choice in a career"

"I am very determined to secure full-time employment and put skills I have learned through the course to good use"

"This course has boosted my self-esteem I feel less stressed and more in control. I am keener on physical fitness and exercise as often as possible"

"I feel my confidence self-esteem and coping mechanisms have improved, talking to people helped a lot"

"I can talk more confidently and feel more connected to Ballymun and the wider community"

"Before I didn't believe, or participate in community, now I can join in anywhere with the BJC, the course made me part of the community again, I have got involved in the local GAA club again".

"I feel more motivated to push myself and get more from myself, seeing what I could do on this course has empowered me to expand my skills I feel capable of achieving more"

"My behaviour was bad I was always in trouble now I hold my head high and show what I have achieved and finally get a job"

Participant	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Avg		
Outcome	% +-	+/-																										
Independence	+10	+20	+20	+20	+30	+40	+30	+20	+30	+40	+50	+60	+20	+30	+40	+40	+50	+50	+40	+30	+40	+45	+50	+40	+30	+30	+35	
Personal Development	+30	+20	+30	+10	+40	+30	+20	+70	+40	+60	+40	+40	+50	+30	+40	+30	+20	+40	+50	+40	+30	+40	+30	+40	+30	+40	+30	+36
Health & Wellbeing	+40	+50	+30	+20	+30	+30	+50	+30	+40	+50	+40	+20	+60	+30	+60	+20	+30	+40	+40	+50	+30	+40	+30	+40	+30	+40	+50	+38
Community Participation	+30	+20	+30	+40	+30	+30	0	+20	0	+40	+50	+40	0	+40	+50	+30	+40	+20	+40	+30	+30	+50	+20	+40	+30	+40	+30	
Ambition	+30	+40	+30	+40	+50	+40	+65	+40	+50	+50	+50	+50	+30	+30	+50	+20	+30	+30	+40	+40	+30	+20	+40	+30	+30	+50	+39	
Behaviours	+20	+30	+30	+30	+40	+20	+40	+40	+30	+60	+60	+30	+20	+40	+60	+50	+30	+10	+40	+20	+40	+30	+40	+50	+40	+40	+36	

Table 2: 1 IN-VEST Participant Distance Travelled

We have identified and evidenced a range of outcomes in a journey of change for programme participants attributable to the IN-VEST Programme. These are positioned within the broad objective of increasing social capital through education and training as a mechanism to tackle disadvantage. Such results verify that the targeting and interventions of IN-VEST is achieving positive outcomes for participants. The extent of change in the above soft outcome areas ranged from a 35% increase in independence to a 39% improvement in ambition.

4.2 Employer Impact

For the first two programmes, the Ballymun Job Centre IN-VEST team opted to source the placements internally rather than using an external company. The IN-VEST team contacted community-based organisations who would benefit from the trainees' IT skills and who would in turn provide a supportive, communicative environment for the trainees. These organisations provided meaningful placements for the trainees but their capacity to support future programmes was limited. Therefore, for the third and fourth programmes, BJC contracted in the services of JobAlert.ie as they work with a wide range of employers including many in the tech sector. During the work placement phase, the BJC IN-VEST team check in with both the trainees and employers on a weekly basis while trainees meet with their guidance officer's fortnightly to troubleshoot any issues and explore progression options

Eight employers responded to a questionnaire (**See Appendix 4**) on the placement which enabled them to outline the extent of their involvement in the programme and its impact on them as an organisation. The placements provided involved a combination of back office duties such as administration, data collection and input and general application of Microsoft Office tools. It also provided opportunities for participants to experience front facing elements of the work such as attending council meetings. Some qualitative feedback from employers is offered below.

"We have participated in the programme on three occasions and have been happy with the participants and feel they have made a great effort to contribute to the workload. It has helped the trainee to understand what IT skills are required in an office environment".

"During the work experience placement with Job Alert Limited the participants had the opportunity to work on a variety of tasks such as; Customer Service, Statistical Analysis , Researching Job News for Blogs and Social Media Expansion, They participated well in all the duties that we presented to them and yes our expectations were met".

"Opportunity to learn the basics of admin support for an online marketplace. This included: 1/ Creating adverts for retailers 2/ Curating the home page 3/ Uploading and formatting editorial content 4/ Developing a basic understanding of our bicycle taxonomy so as to action the above".

- All of the employers felt that BJC provided them with sufficient and accurate information about the participant's skill set. Respondents referenced the value of the competency framework completed by BJC and forwarded in advance, to the placement provider. One employer who had a number of trainees from the programme highlighted that they were of mixed ability and some required more support than others though with the support from BJC this was not an issue. *"BJC has been outstanding and always offer great support around any issues". "The BJC Staff were very supportive during the duration of the placement". "Communication from BJC was excellent throughout". Employers*

Another employer suggested that prospective placement providers should provide BJC with a list of IT skills required in advance of the work placement so that the person being placed has a good grounding for their placement company. This would help prepare the trainee on day one and free up staffing resources to teach them more advanced tasks.

All but one of the employers indicated that they would participate again with the exception being attributable to current in-house pressure on resources and a resultant lack of capacity to support trainees.

“Thanks, it was a great experience for us, and we would be keen to do it again. I wish it and the participants every success. I hope more businesses embrace this so that individuals get a chance to get their foot on the door, or just be exposed to developing new skillsets that might help them in their career prospects”. Employer

“In registering as a work placement provider with the BJC IN-VEST programme we wanted to offer an opportunity to someone to familiarise themselves with an office environment, work in a team and put their IT skills into practice. We got a very willing and participative individual who blended in well and was a really useful resource. We would like to be involved again” Employer

4.3 Advisory Group Stakeholder Impact

To assist with the data collection for the Social Return on Investment (SROI) Analysis in Section 5, a stakeholder engagement focus group was held with members of the Advisory Group to establish their rationale for participation in the IN-VEST project and the outcomes achieved for the respective organisations. The key themes and outcomes from this workshop are presented in Table 3.

Stakeholder Involvement Rationale	Outcomes Accrued
<p>Ballymun Job Centre: Opportunity to lead on an innovative programme which is tailored to the needs of the participants. INVEST is strategically aligned with the mission of BJC.</p>	<p>Outcomes: INVEST has helped to fill some of the gaps in local interagency and collaborative work. BJC have used the learning and impact from the Networking for Quality Culture and Assurance (NQCA) programme⁹ to integrate into INVEST a model of Interagency working which focuses on Quality Culture and Quality Assurance across the VET journey. INVEST has enabled BJC to build the capacity of those who are not ready for an accredited programme.</p>
<p>Fast Track Information Technology (FIT): Works to promote an inclusive Smart Economy by creating routes to marketable technical skills for people at risk in Ireland’s labour market. INVEST is aligned to FIT’s work to design tech programmes that enable people to acquire in-demand ICT skills. FIT is committed to working to increase opportunities for people from disadvantaged backgrounds as the growth of the IT sector has not brought dividend to the areas where the tech companies are located with local communities not adequately represented in the workforce.</p>	<p>Outcomes: Some INVEST participants have applied to FIT for Apprenticeships in ICT and the Advisory Group presents opportunities for further collaboration with key influencers in the VET area. Membership of the Advisory Group also increases their knowledge and insight into the pathways available for young people with barriers to progression in training and employment.</p>
<p>Irish National Organisation for the Unemployed: (INOUE): The INOUE works at local and national levels on issues affecting unemployed people. We support local groups through services such as training, information and analysis of Government policies. The INOUE also participates in Social Partnership through our membership of the Community and Voluntary Pillar. One of their current strategic themes is “<i>Building Futures</i>” and the work of the INVEST programme is particularly relevant to this theme.</p>	<p>Outcomes: Increased knowledge of what is current and relevant in VET for young people who experience barriers to progression in the labour market. Opportunity for collaboration.</p>

⁹ Erasmus European Project which completed in December 2018

<p>DEASP: INVEST participants would be a target group as most would be in receipt of a DEASP payment</p>	<p>Outcomes: Increased knowledge of the myriad of issues that the INVEST cohort are presenting with and the wrap around supports that are available. Opportunities to build capacity and skills for sustainable employment will assist with the continuing reduction in unemployment levels. Interested to see if there are linkages with the Jobless Household assessment that they are currently progressing. INVEST provides an insight into local needs.</p>
<p>CDETb: Focussed on lifelong learning. They are running access programmes which have enabled some progression to CDETb programmes. They have an Adult Learning Centre and they also deliver some Step in Step Out Literacy Classes and have a drop-in facility in Finglas College. There could be some cross-referral opportunities with BJC and the INVEST programme. CDETb are signed up to Strategic Performance Agreements. They will be running Pre-Apprenticeship Programmes in the new apprenticeship areas.</p>	<p>Outcomes: Improved Social Inclusion and would like to have further discussions on how to capture the impact of the collaboration between the Adult Education, Community Education and Voluntary Sectors.</p>
<p>National Economic & Social Council (NESC): Advise on sustainable economic and social development and programmes such as INVEST can make an important contribution to this as per the recent ESRI report on SICAP https://www.esri.ie/system/files?file=media/file-uploads/2018-07/RS68.pdf.</p>	<p>Outcomes: INVEST offers the opportunity for improved collaboration to work towards getting people into sustainable employment.</p>

Table 3: Stakeholder Analysis & Outcomes Framework

5.0 Social Return on Investment

In seeking to measure value for money, it is essential that we explore beyond the overall cost of the programme based against the key outputs which are explored in Section 3. This total value concept of the programme can best be illustrated through the stakeholder analysis in Table 3 which seeks to articulate further the way in which this project has or could potentially create change for a range of stakeholders beyond the participants and employers.

The majority share of the outcomes achieved by the IN-VEST programme are experienced by the participants. However, there are outcomes for other stakeholders which if evidenced appropriately can augment the value for money case beyond the division of total cost by number of outputs achieved. Social Return on Investment is a methodology to measure this total value created by such a project in monetary terms.

5.1 Principles of SROI

Principle	Details
1. Involve stakeholders	Understand the way in which the organisation creates change through a dialogue with stakeholders
2. Understand what changes	Acknowledge and articulate all the values, objectives and stakeholders of the organisation before agreeing which aspects of the organisation are to be included in the scope; and determine what must be included in the account in order that stakeholders can make reasonable decisions
3. Value what matters	Use financial proxies for indicators to include the values of those excluded from markets in same terms as used in markets
4. Only include what is material	Articulate clearly how activities create change and evaluate this through the evidence gathered
5. Do not over-claim	Make comparisons of performance and impact using appropriate benchmarks, targets and external standards.
6. Be transparent	Demonstrate the basis on which the findings may be considered accurate and honest and that they will be reported to and discussed with stakeholders
7. Verify the result	Ensure appropriate independent verification of the account

Table 4: SROI Principles

The evidencing of outcomes is a central part of the SROI study, Outcomes represent desired changes in condition of some kind - whether a policy, law, behaviour, attitude, knowledge, state of the environment - among people, institutions, and environments. They include immediate and intermediate changes in behaviour, attitudes, or knowledge or other state or situation. The outcomes that we can evidence from the results of the IN-VEST programme which could be assigned financial proxies are included in the SROI calculation. These include accredited and verified proxies from the Social Value Bank UK¹⁰

SROI is an approach to understanding and managing the value of the social, economic and environmental outcomes created by an activity or an organisation. It is the preferred impact measurement and value for money framework for many statutory, community and philanthropic funders of employability programmes across the UK and Europe. SROI is a framework to structure thinking and understanding. It's a story not a number. The story should show how organisations can understand the value created, manage it and prove it.

Achieving a robust baseline for each participant against agreed outcome indicators to facilitate an impact assessment throughout the programme was an important consideration throughout this study. The initial baseline assessment was undertaken with each of the focus group participants prior to their completion of the distance travelled questionnaire.

5.2 SROI Results

The following narrative is offered as a description of the social impact of the IN-VEST programme to underpin the SROI figure in the Impact Map and to provide a rationale for the data and financial values used.

A SROI ratio of **€4: €1** has been calculated based on the outcomes mapped and evidenced in Section 4 and monetised by the financial proxies utilised in the Impact Map (**Appendix 5**). This calculated is based on a Total Present Value of **€1,097,980** extrapolated over a 5-year period against an investment (input) of **€270,780** from June 2017 to June 2019. In order to help verify the calculation of social value a series of discount factors were applied.

5.2.1 Discounting

It is necessary to “discount” the values generated by each of the financial proxies in order to ensure a realistic and credible figure is utilised. The following methods are most commonly used with the SROI model:

Deadweight: An assessment of how much of each of the outcomes would have happened anyway, without the intervention of the IN-VEST programme. For example, that a young person struggling with barriers to advancement in Ballymun or the surrounding is informed and motivated enough to take action such as enrolling and engaging with a VET programme elsewhere. Deadweight was assessed as being low given the feedback from participants that the particular style and ethos of the IN-VEST programme, delivered by an organisation in which they had confidence and trusted in was a key pull factor for them to engage.

Displacement: An assessment of how much of each of the outcomes displaced other activities or outcomes that would otherwise have occurred. For example, that the work of IN-VEST might have displaced that of similar projects or activities such as that provided by CDETB. This was deemed minimal due to the innovation of the programme and its flexibility to tweak and tailor the content and delivery based on learning. A tailored flexible programme with non-mandatory attendance and not linked to welfare payments are among the key differentiating factors of IN-VEST.

Attribution: An assessment of how much of each of the outcomes was generated by the contributions of other organisations or people e.g. referral sources, family members etc. For example, it is possible that parents can have an impact on personal development outcomes and employability for participants.

Drop-off: In future years, beyond the initial year of service delivery, the amount of each outcome that can be directly attributed to the project will be greatly reduced as it becomes more influenced by other factors and the original intervention impact diminishes. Coupled with the discount rate of 3.5%, this ensures credibility of forecasting social value.

5.2.2 Calculation overview

The financial proxies have been chosen that represent the value to the stakeholders as much as possible. Where it has not been possible to identify a value representing the change for the stakeholder directly, other values have been considered which include changes for other relevant stakeholders or the state the impact, or the total value of each change, is calculated as:



Fig 12: Calculating the SROI

The SROI ratio is calculated over 5 years to reflect the longer-term impacts that the service has on stakeholders. Outcomes in this context are the changes that occur over time following the interventions of the BJC IN-VEST programme. Outcomes can be measured at a variety of levels: individual, organisational or community and can be considered intentional or unintentional. For this study, the outcomes spanned the six stakeholder groups as illustrated in Table 4.

Stakeholder	Impact Value	% of Impact
Participants	€476,643	55.9%
Increased levels of engagement with friends and family		
Improved Income as a result of finding employment		
Improved levels of confidence & self esteem		
Improved levels of Community Participation		
Increased resilience to manage difficult situations		
Reduction in dependence on drugs & alcohol		
Improvements in physical health and wellbeing as a result of better exercise and eating		
Improvements in mental health		
Advisory Board	€35,197	4.2%
Increased knowledge and expertise in VET journey for the IN-VEST cohort		
Department of Employment Affairs & Social Protection	€134,010	15.7%
Reduced Numbers on the Live Register		
Ballymun Job Centre	€207,146	24.2%
Increased Organisational Capacity & Revenue		
Total Year 1	€853,095	100%
Total Year 2	€115,868	100%
Total Year 3	€75,166	100%
Total Year 4	€41,289	100%
Total Year 5	€12,562	100%
Total Present Value over 5 years	€1,097,980	

Table 5: SROI Values per Stakeholder Group

6.0 Conclusions

Through our analysis of primary and secondary data and consultation with a range of key stakeholders, we have developed a set of key findings.

6.1 IN-VEST Differentiation

IN-VEST is an innovative pilot initiative with much differentiation from other employability programmes. The flexibility to tweak and tailor the content and delivery based on learning with a focus on soft skills would not be possible in other accredited employability programmes offered. IN-VEST was not linked to welfare payments, so participants were not mandated to attend, hence participants were motivated by other intrinsic factors to participate.

The programme is not restricted by rules. It has a strong connection with employers and the visits to Microsoft & Twitter were quite inspirational. This access to industry leaders would not be available in other programmes. The particular style and ethos of the programme delivered by BJC, a well-connected community-based organisation with an innate knowledge of the local area and the challenges for young people is also a key differentiating factor for IN-VEST.

6.2 Value for Money

There are significant amounts of funding being invested in employability programmes and funders and service providers are becoming much more aware of the need to demonstrate value for money through demonstrable and measurable impact. Employability programmes for those a distance from the Labour Market can be viewed as expensive if measured in exclusively monetary cost per capita terms. The SROI methodology used within this evaluation has assessed the impact for all material stakeholders of the IN-VEST programme and monetised this impact through the application of financial proxies for outcomes achieved. The SROI calculations demonstrate a return of €4 for each €1 invested by funders which evidences good value for money.

6.3 Recruitment & Retention

The completion rate for the programme was 52%. Barriers that participants encountered included childcare, unstable home environments, low literacy levels & English language comprehension and health & well-being issues. Those who decided to leave the course were connected with appropriate resources including English for Speakers of Other Languages courses and free counselling sessions with Dublin City University's mental healthcare services. This on-going need for holistic tailored support is discussed further in Recommendation 7.3.

6.4 Stakeholder Impact

The results, outcomes and impact generated through the pilot programme has evidenced positive employability and personal & social development outcomes for participants. The stakeholder analysis evidenced impacts and value generated for stakeholder groups other than participants which were factored into the SROI calculations.

Ten of those who left the programme prior to completion did so for fulltime employment, five of those who have completed have subsequently gained employment, three are in Community Employment Schemes with a further six actively job seeking. Over 45% of completers have or are planning to return to further education citing the IN-VEST programme as a key catalyst in re-discovering their motivation and ambition.

6.4 Participant Profile

The programme has facilitated the configuration of a broad profile of the age, location, pathway, education attainment and gender which will inform future recruitment to this or similar programmes. The majority of those enrolled were in the 20-24 age category with no recent employment experience with the Leaving Certificate as their highest education attainment. Most were from the Ballymun area. 67% of those who enrolled were male, with 47% of the completer's female.

Designing and implementing policy to meet the demands of people with multiple and complex needs in accessing the labour market is the focus of much research and investment from European Union (EU) and philanthropic funding. Training and Employment agencies articulate "distances from the labour market" when seeking to differentiate interventions and impacts to their target group.

The evaluation team have acquired some considerable experience in evaluating training and employment programmes in Ireland, the UK and European funded programmes encompassing stakeholders from across many member states. In seeking to measure the distance from the labour market, we must highlight that there are no common set of accepted or accredited metrics available rather it is based on experiential learning.

The profiling of the participant groups in the IN-VEST does highlight barriers to labour market advancement such as residence in areas of social and economic disadvantage. We must also recognise that such barriers may contribute to lower educational attainment and reduced levels of social capital when compared with others not experiencing such barriers. However, we note the absence of indicators such as early school leaving, harmful substance abuse issues and involvement in criminal gangs which present much more significant barriers to labour market progression.

6.6 Strategic Relevance

The programme is strategically relevant and is likely to continue to be so given the challenges and barriers encountered by young people from disadvantaged backgrounds in accessing and sustaining entry level positions. The impact on policy development through the Advisory Board can be significant and this can only be realised in an expanded longer term roll out of the programme. We have articulated a range of findings throughout the course of this report which is consistent with our overall finding that the IN-VEST programme has delivered significant outputs, impact and outcomes and merits further investment to ensure that the full benefits of the resources and infrastructure are optimised. Section 7 sets out a range of recommendations to be considered for programme expansion with an additional emphasis on pre-apprenticeships.

7.0 Recommendations

This section will outline a series of recommendations which are based around the requirements of an expanded programme.

7.1 Pre-Apprenticeship Specialism

Given the focus of the IN-VEST Programme on building capacity for participants to access entry level positions in the ICT sector and the aspirations of some IN-VEST participants to pursue an ICT apprenticeship, a future programme could be developed as a Pre-Apprenticeship specialism where ICT will form a significant component.

Investment in Third Level education has led to saturation with graduates accessing entry level jobs which were previously available to those without Third Level Education. This restricts further the labour market opportunities for those a distance from it. A tailored pre-apprenticeship programme will build the capacity of those with barriers to progression in the labour market to access and sustain in apprenticeships with an ICT component.

Pathways within any new programme could be developed to ICT Apprenticeships or the recently introduced apprenticeships in Software Development, Financial Services, Accountancy, Logistics and Insurance. This is strategically very important given the government commitments to the “new apprenticeship sector”

To enable further insights and knowledge of the new apprenticeships, the Advisory Board/Steering Committee for any new programme should include representation from companies operating in the recently introduced apprenticeship areas referenced above. Accreditation should be considered to demonstrate competency to potential host employers and to assist recruitment and retention to any new programme.

Collaborating with County Dublin Education & Training Board in relation to QQI accreditation should be explored though any such accreditation will require participants to pass the programme hence some reflection is required on how the programme would be assessed.

The JP Morgan Chase Foundation funded pan-European research on best practice in the design and delivery of pre-apprenticeship programmes conducted by the Learning and Work Institute in the UK is an excellent resource for this area¹¹.

¹¹ <https://www.learningandwork.org.uk/wp-content/uploads/2019/03/Final-Detailed-Report-1.pdf>

7.2 Programme Content & Delivery

Access to industry leaders such as Microsoft, Twitter, Accenture & Salesforce proved to be quite inspirational for IN-VEST participants. Any new programme should seek to maintain and strengthen such links. IN-VEST participants reported considerable learning and motivation from the work experience element which took place at the end of the programme. Consideration should be given to integrating the work placement aspect at different junctures to sustain participation and motivation.

The integration of soft skills and ICT into the most recent IN-VEST programmes has worked well. Programme 3 started off with a soft skills module to get people comfortable working together and to foster a sense of accountability and continued to integrate soft skills training into the ICT modules as the programme progressed. A Pre-Apprenticeship programme should continue to focus on personal and professional development, enhancing skills such as self- assessment, self- evaluation, goal setting, resilience and challenging existing mindsets and prevailing attitudes.

The flexibility to tweak and tailor the content and delivery based on learning and a focus on building social, human and psychological capital should continue in any new programme. The particular style and ethos of the IN-VEST programme delivered by BJC who are a well-connected community-based organisation needs to be maintained.

7.3 Recruitment & Assessment

The recruitment model has been changed to include individual interviews to better assess suitability for the course. This assessment should include literacy and numeracy to facilitate support planning. Engagement with local ETB's in relation to how they assess numeracy and literacy and support improvement in these areas would assist the planning for any new programme.

Two BJC guidance staff were allocated to support and manage the IN-VEST project. Following a review of the initial programmes it was decided that the staff allocated to the Invest Project would provide the ongoing guidance to the participants. This has worked well and should be factored into the planning for any new programme as the guidance role will be crucial to identifying appropriate pathways to apprenticeships.

Baseline ICT skills assessment has been introduced at the start of the programme for each student with continuous ongoing assessments to ensure knowledge retention and skillset development. This should continue and the assessment tools should reflect the on-going requirements for entry into the designated apprenticeship areas.

Some IN-VEST participants have presented with high support needs. Group 3 had more high support needs than previous groups with three participants on the autistic spectrum and some foreign nationals with poor English. IN-VEST staff have been available and accessible to the group and this has enhanced engagement.

Pastoral Care has been an essential pre-requisite to successful training and employment programmes for young people from disadvantaged backgrounds for some time. The context for the importance of pastoral care interventions is that young people from such backgrounds will have some complex issues in their personal, domestic and family life which may affect their participation on programmes, however with skilful timely interventions such complexities can be managed enabling participants to successfully complete the programme and accrue the social capital and resilience for future advancement in the labour market.

Providing tailored and flexible supports to include social, emotional and behavioural supports to meet the needs of a diverse cohort should be included in the planning for any new programme. Assessment of access supports required should be incorporated into the induction phase of the programme.

Profiling of INVEST participants show significant variances in age, educational attainment, work readiness and employment history. This would indicate some potential difficulty for specific targeting for any new programme, this can likely be attributed to the fact that ICT is a skill/competence not exclusive to any socio-economic grouping. Apprenticeships programmes with an ICT specialism will be attractive to people across the age spectrum including those looking to change sector, retrain or future proof existing skills.

We would recommend a recruitment strategy for any new programme based around targeting the DEIS schools, Youthreach, post leaving certificate education providers, community training providers, voluntary organisations and youth services. Reserve lists should be generated after each recruitment initiative to offset early drop out with punitive options in place for poor attendance and disruptive behaviour.

Any new programme must engage with DEASP about participant eligibility if on a benefit payment and whether such payments would continue throughout the programme. Withdrawal of such payments would compromise the ability to attract from the NEET cohort.

7.3 Employer Engagement

Tutors now complete a competency template for each student upon completion of the course outlining the soft and ICT skills they have developed which will be forwarded to work experience providers. Keeping employers apprised of skill and attitudinal changes is essential. Employer engagement and involvement will be crucial in any pre-apprenticeship programme particularly where the participants are presenting with barriers to progression and with low levels of social capital.

Consideration should be given to more employer or industry input into the curriculum, an employer or industry endorsed certificate, and employer support with work experience placements as the placements and site visits are a crucial incentive to retaining trainees.

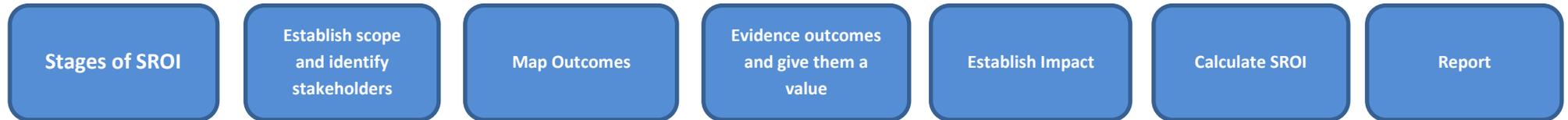
7.4 NEETS

We have attempted to define classifications in relation to distance from the labour market for the IN-VEST cohort and found that this group generally presented with barriers which can be managed effectively to sustain participation through tailored intervention and supports. We have found that the majority of the NEET classification exists in young people with substance misuse issues, addictions, anti-social behaviour issues and are early school leavers¹².

To engage and recruit more NEETs will require targeting the relevant interest groups, particularly from the addiction and young offender support organisations. This potential cohort of students would require much more focused resources to achieve positive outcomes for them.

¹² Leave secondary school without completing the Junior Certificate or three full academic years

Appendix 1 - IN-VEST Social Impact Evaluation Framework



Stage	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Establish Scope & Identify Stakeholders: This stage will establish scope and material stakeholders Initial project meetings with BJC key staff & designated stakeholders and review of project data will inform the design of the Social Impact Framework											
Map & Evidence Outcomes: Questionnaire survey, focus groups with participants who have completed the programme and strategic partners. Collate results and develop an interim report to include social impact framework and findings from the first two programmes to be presented to the Advisory Board in September and repeat this process for the final report in June 2019.											
Value Outcomes & Establish Impact: Source robust and verifiable financial proxies. This will enable the valuing of outcomes and impact through attribution and the application of the discounting factors of deadweight and displacement.											

Stage	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Calculate SROI: Integration of data from all stakeholders and calculation of social return on investment values for the final impact map.											
Production of final report: Develop narrative to capture impact, learning, conclusions, recommendations and theory of change from the INVEST Project and combine with final SROI impact map within the final evaluation report to be available by end of April 2019											

Appendix 2- Invest Programme Content

Self-Awareness

On completion of the programme learners should be able to:

- Identify the relevance of self-awareness
- Understand key areas of self-awareness
 - Heredity
 - Environment
 - Cultural heritage
 - Ethnic group
 - Personality
 - Character
 - Empathy
 - Self-concept
 - Self-esteem
- Understand their learning styles and personality type.

Communication Skills

On completion of the programme learners should be able to:

- Explain what it means to communicate;
- Compare verbal, non-verbal and written methods of communication;
- List some barriers to communication;
- Compare formal and informal communication styles;
- Choose the most appropriate means for a range of communication tasks;
- Use ICT tools to send messages;
- Explain the difference between Assertive, Passive and Aggressive communication;
- Give and receive feedback;
- Carry out a range of communication tasks verbally and in writing

Group Work

On completion of the programme learners should be able to:

- Identify a range of concepts relating to groups including roles, values, task, process, dynamics, power, participation, motivation and conflict
- Recall key aspects of group effectiveness as it relates to task, process and group maintenance issues during the group project
- Discuss challenges and issues in group processes during the life cycle focusing on power differentials, conflict, diversity, participation styles
- Discuss the roles, styles and skills of leadership when working with groups
- Participate effectively in group processes to promote group cohesion and development
- Demonstrate the application of good practice in working with groups to include listening, confidentiality, non-judgemental attitude, appropriate boundaries, respect, encouraging participation, working inclusively
- Work effectively with groups utilising a range of abilities including making contact, active listening, effective verbal and nonverbal communication, encouraging participation, self-awareness.

Gmail and accounts

On completion of the programme learners should be able to:

- Use a search engine
- Create a Gmail account & Sign into Gmail
- Identify good passwords and have an increased awareness of password strength
- Identify components of an email and use good email etiquette
- Use Gmail – open, send, reply and forward Gmail.
- Create Gmail contacts.
- Send emails with attachments – open, download, save and send an attachment.

Google Drive (documents, spreadsheets and slides)

On completion of the programme learners should be able to:

- Demonstrate an understanding of Google Drive
- Create, edit and share documents using Google Docs (formatting, inserting multimedia and sharing documents using Gmail and Google Drive)
- Create, edit and share spreadsheets using Google Sheets (inserting data, using basic functions and sharing spreadsheets)
- Create and edit presentations using Google Slides (developing presentations, formatting slides, inserting multimedia and sharing and presenting google slides)

Web design

On completion of the programme learners should be able to:

- Define a web page
- Identify the different programme languages that are used to create web pages (HTML, CSS etc.)
- Create and populate a web page using online website editors (Wix and WordPress)
- Access and participate in online web design courses (Code Academy and Khan Academy)

Coding

On completion of the programme learners should be able to:

- Define programming
- Understand a range of programming concepts (Boolean expressions, loops, conditions etc.)
- Complete the Hour of Code (www.hourofcode.org)
- Access online resources to develop coding skills (Khan academy, code academy, hour of code)

App Design

On completion of the programme learners should be able to:

- Use smartphones/tablets to download apps
- Understand the difference between brands/providers of apps.
- Recognise a range of different app functions.
- Download apps to a range of devices.
- Develop an app idea using wireframes.
- Present an app idea to a small audience
- Build an app idea using an online platform.

Online security

On completion of the programme learners should be able to:

- Understand the importance of creating strong passwords
- Install anti-virus software on devices
- Check privacy settings on social media platforms
- Shop safely online
- Update software
- Identify scam (phishing) emails
- Keep children safe online
- Activate safe searches on all devices
- Recognise reliable sources of information online and have an awareness of fake news and websites.
- Recognise cyberbullying and the impact on individuals.

Social media

On completion of the programme learners should be able to:

- Define Social Media
- Identify the advantages and challenges associated with a range of social media platforms.
- Identify the evolution of social media and the importance of an online presence in a professional setting.
- Create online personal profiles on a range of social media platforms. (Facebook, Twitter, YouTube, Pinterest, LinkedIn)
- Create online business or community profiles on a range of social media platforms. (Facebook, Twitter, YouTube, Pinterest, LinkedIn)
- Be safe on social media platforms.
- Recognise the importance of good social media etiquette in personal and professional contexts.

Presentation skills

On completion of the programme learners should be able to:

- Use online tools to create an oral presentation.
- Recognise slide structure. (Outlines, fonts, colour, background, graphs, spelling, grammar and conclusions.
- Understand the key concepts to an effective presentation (clear purpose, clear structure, visual aids, body language, tone of voice, environment, understanding the audience and the topic)

Project Management Skills

On completion of the programme learners should be able to:

- Understand the importance of project planning
- Prepare project overview
- Develop activity plan
- Assign responsibilities
- Put plan into action and track progress
- Prepare closeout report.

Appendix 3 - BJC IN-VEST: Participant Questionnaire: December 2018

We want to discover what (if any) aspects of your life have changed as a result of participation in the IN-VEST Programme. The table below asks about 6 aspects of your life. You are asked to select a score from 1 to 10 that reflects how you felt about this aspect of your life **BEFORE** you participated in the IN-VEST programme and again **NOW** that you are participating/have participated in the programme.

1. INDEPENDENCE. Taking responsibility for your own progression in life.										
BEFORE participation I scored:	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
NOW due to participation in programme I score:	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
COMMENTS:										
2. PERSONAL DEVELOPMENT: Clear about what you would like to achieve in the short to medium term in relation to training, skills development, employability										
BEFORE participation I scored:	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
NOW due to participation I score:	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
COMMENTS:										
3. HEALTH & WELLBEING. Perhaps you feel more positive because of the programme, or are coping better, have more confidence and self – esteem and are living a healthier lifestyle?										
BEFORE participation I scored:	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
NOW due to participation, I score:	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
COMMENTS:										
4. COMMUNITY PARTICIPATION. Through having the opportunity to interact more than before with people on the programme and getting out into the community, you feel more connected to the community and are more likely to contribute positively and give something to it										
BEFORE participation I scored:	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
NOW due to participation I score:	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
COMMENTS:										
5. AMBITION. You may feel empowered and energised with increased ambition and expectations about what you can achieve in the future.										
BEFORE participation I scored:	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
NOW due to participation I score:	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
COMMENTS:										
6. BEHAVIOURS. A healthier positive lifestyle, with good relationships and a commitment to self-development										
BEFORE participation I scored:	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
NOW due to participation I score:	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
COMMENTS:										

Appendix 4 – Employer Questionnaire

Name	
Organisation	

Question 1

Please provide a brief overview of your organisation and your expectations when registering as a work placement provider with the BJC IN-VEST Programme

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Question 2

Please briefly describe the placement opportunity and the extent to which the placement has met your expectations

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Question 3

Did BJC provide you with sufficient and accurate information about the participant's skill set and capabilities? Yes, No Please comment further

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Question 4

Would you be interested in providing opportunities for such programmes in the future. Yes No. If so, please indicate any areas for improvement or additions that you would recommend for future programmes

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Question 5

Did you receive adequate support from BJC staff throughout the duration of the placement. Yes, No Please comment further

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Question 6

Please feel free to make any further comments about any aspect of the BJC IN-VEST Programme

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