

**2016 BLANCHARDSTOWN AREA PARTNERSHIP  
ANNUAL CLIENT SATISFACTION SURVEY  
Conor Ryan Research & Evaluation Officer**



Comhairle Contae  
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**2016 Blanchardstown Area Partnership,  
SICAP and Local Employment Service/JOBLINK  
Client Satisfaction Survey**

## **1. Background**

In June 2016, Blanchardstown Area Partnership administered another annual survey of individuals who received educational and labour market supports as part of its monitoring and evaluation requirements. Each Local Development Company is required to feedback on *qualitative indicators*<sup>1</sup> for the Social Inclusion and Community Activation Programme with respect to individuals and community groups who receive supports. The evaluation framework of the Social Inclusion and Community Activation Programme (SICAP) is premised on a set of prescribed outcomes and performance indicators across the three goals (Goal 1: Empowering disadvantaged communities; Goal 2: Lifelong Learning and Goal 3: Employment). SICAP is based on a Theory of Change Model, which is 'essentially a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context. It is focused in particular on mapping out or "filling in" what has been described as the "missing middle" between what a program or change initiative does (its activities or interventions) and how these lead to desired goals being achieved. It does this by first identifying the desired long-term goals and then works back from these to identify all the conditions (outcomes) that must be in place (and how these related to one another causally) for the goals to occur. These are all mapped out in an Outcomes Framework'. [[www.theoryofchange.com](http://www.theoryofchange.com) 21/06/2016].

Under Section 5 of BAP's tender to the Fingal LCDC '*Performance Management*', a compressive overview of the Self Evaluation Tools and Tracking of Individual Beneficiary caseload was included. Blanchardstown Area Partnership submitted several Logic Models for particular actions of SICAP as part of this. Logic models are a graphic representation of a programme, showing the intended relationships between a series of organised activities and resources aimed to help people make improvements in their lives (Pg 49, Local and Community Development Guidelines 2011). These logic models help the organisation monitor outputs and evaluate intended outcomes.

There is evidence from international literature to demonstrate the importance of 'non-academic outcomes and core competencies'. Core competencies / non-academic outcomes or soft outcomes as they are more commonly referred to include factors such as:

- self-confidence

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<sup>1</sup> -*Satisfaction levels of individuals receiving supports under Goal 3 regarding the supports received by them*

-*Level of engagement between local service providers / agencies and local community groups on initiatives supported by SICAP Implementers, which promote social inclusion*

-*Perception of local community groups/ target groups whether initiatives developed by local community groups/ local service providers/ other statutory and key providers have responded to gaps in service provision*

- independence
- attitude change
- relationship and community building

The Institute for Employment Studies in the UK in 2000 released a guide for organisations on measuring soft outcomes and distance travelled. They point out that core outcomes can be grouped in many different ways and that some core indicators and outcomes are applicable to most target groups. They may be classified as key work skills, attitudinal skills, personal skills and practical skills. One example of an indicator for attitudinal skills is increased levels of self-esteem or ability to write a CV under practical skills. It is important to state however, that there is no one fixed way to measure and capture soft outcomes and distance travelled despite the obvious attraction (Douglass et al 2012). Westell notes (2005, p3/4) that *'researchers are challenged by the difficulty of isolating variables in adult learning and showing casual relationships between education programs and non-academic progress... life is complex with many different self-evolving systems interacting'*. Schuller et al also looked at this in their report *Modelling and Measuring The Wider Benefits of Learning: An Initial Synthesis*. Ideally a researcher/ trainer would like to establish a baseline from which individual progression<sup>i</sup> can be measured. The types of collection methods could include course participants maintaining a personal journal or a diary, recorded observations of groups or individual activities, tests, individual actions planning and goal setting, pre and post course reflection. The relatively short term nature of many courses that individuals registered with the LES and SICAP attend however precludes such approaches<sup>ii</sup>.

### 1.1 Methodology

In order to obtain feedback from jobseekers and economically in-active individuals, a purposive survey of individuals was administered by BAPs Research and Evaluation Officer. A questionnaire form was placed at the reception appointment areas of each of SICAP and LES outreach office. These enabled jobseekers who were randomly visiting the Blanchardstown Area Partnership to complete it if they so wished in paper format.

Elsewhere an e-mail was also sent by the LES Employment Unit to registered users of its service with an embedded portal link to enable people complete it online through BAP's website. The exact same questionnaire was also placed as a news item on the front page of the organisation's website for over a week. SICAP Caseworkers-LES Mediators also alerted jobseekers at the end of a one-to-one session that they could participate in the survey during a week in June.

Further to this, individuals who had completed SICAP funded courses including an ESOL English language tuition in Balbriggan, Bootcamp, a JobClub, Parenting, We Can Quit Smoking, were also provided with the opportunity to complete the survey via an email link that was sent to them or just as they were finishing a course. The results of the online survey were drawn down from *SmartSurveys* and combined with the paper responses into a master copy.

As the sample frame<sup>iii</sup> is essentially unknown it is not possible to ascertain whether the 126 responses to the survey are representative of the entire caseload of the organisations. It was possible to decipher that 46 persons completed it via the online software tool, and the remainder were individuals whose education / training course were just finishing or who were visiting an LES mediator for an appointment.

## 2. Introduction

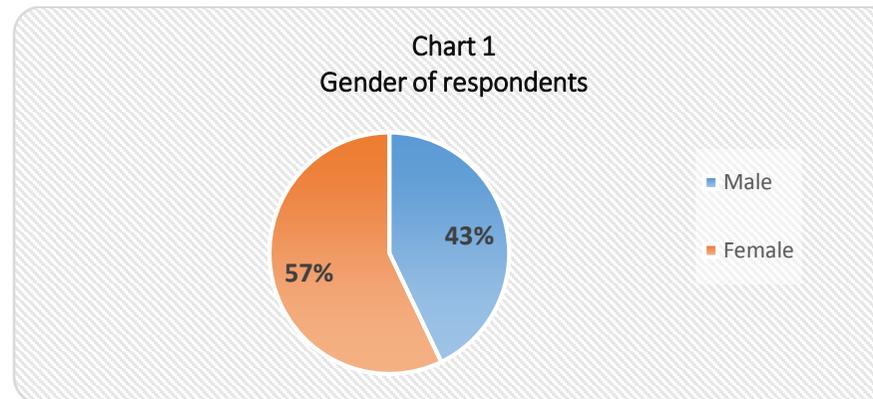
The results from the 2016 survey are once again very positive based on the 126 completed questionnaires as in keeping with previous years. A series of bar and pie-charts is included from pages 3-28, which visually portray a more detailed breakdown of respondent's feedback to each of the questions than included in the narrative. The main findings are presented thematically but not necessarily in sequence with the design of the questionnaire along with qualitative quotes verbatim.

### 2.1 Findings

#### Profile of survey respondents by gender, age, and labour market status

2.11 126 individuals responded to the 2016 survey, which was higher than last year (107) and a significant increase over the 2012 (75) and 2011 (51) equivalent. A higher percentage of the respondents were female than male (57%/43% Chart 1) on this occasion and 66% were aged from 25-45 years of age (Chart 2).

2.12 With regard to the employment status of respondents, 41% indicated that they had been signing on' longer than one year' or unemployed but 'not signing on', 29% were signing on' less than one year'. A further 6% were 'economically in-active and 23% suggested they were now working full/part time or self-employed (Chart 3). As such the profile of those who actually responded is broadly similar to the caseload of individuals tracked under the SICAP performance monitoring system-IRIS.



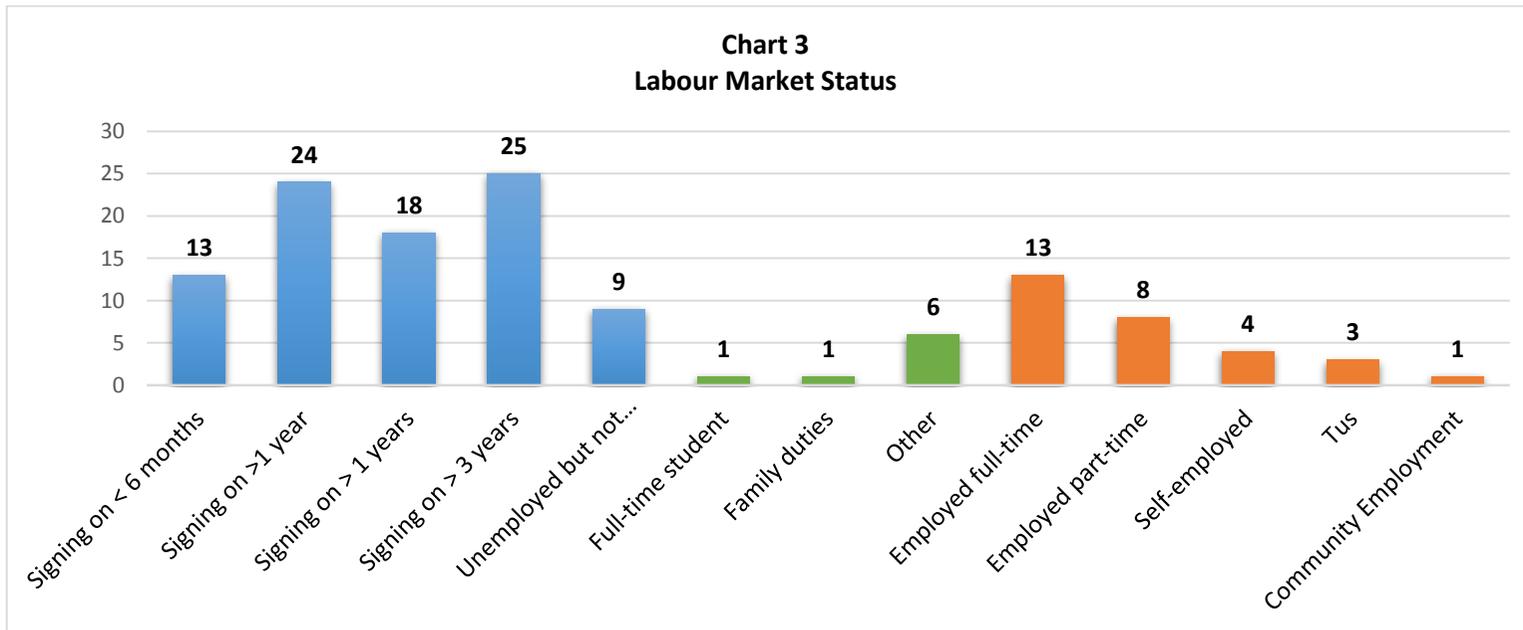
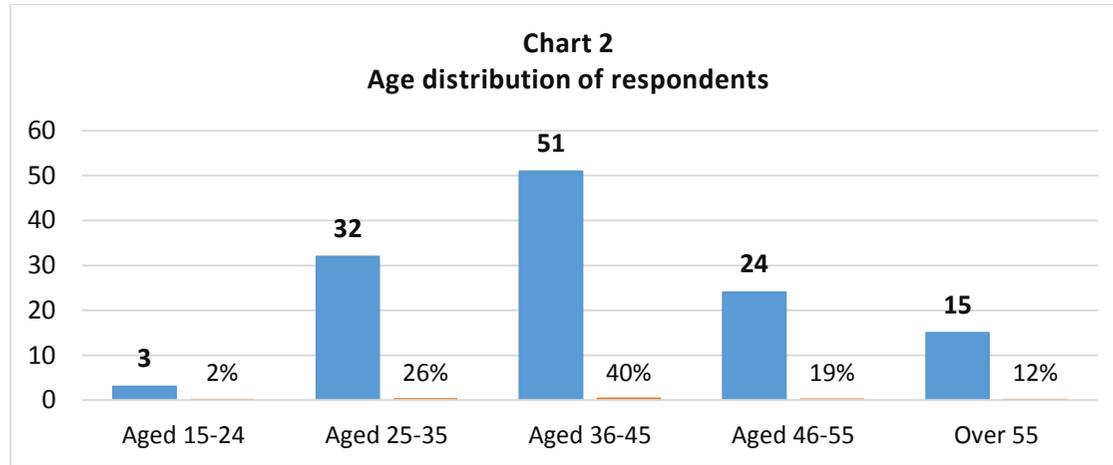
*"I like so much Tus Programme, I was working 1 year with this programme, thanks."*

*"Illness benefit"*

*"I was on disability benefit beforehand"*

*"I am setting up as a Business"*

*"I am five months into a full time job based in Blanchardstown."*



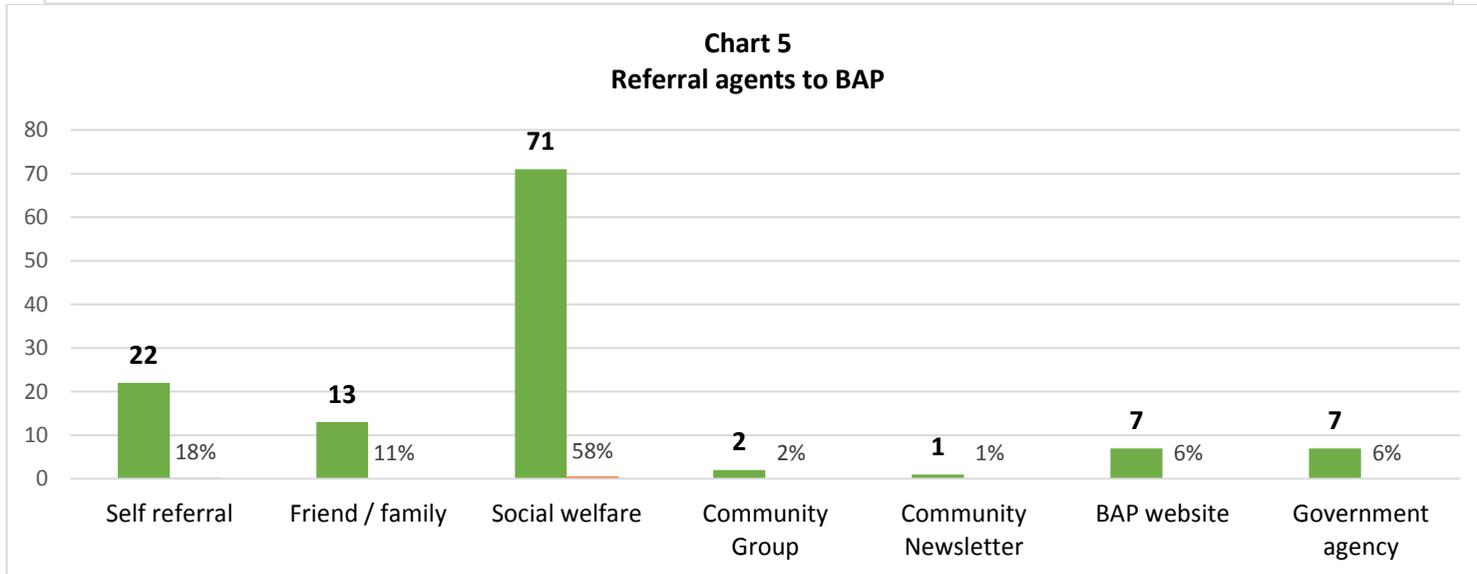
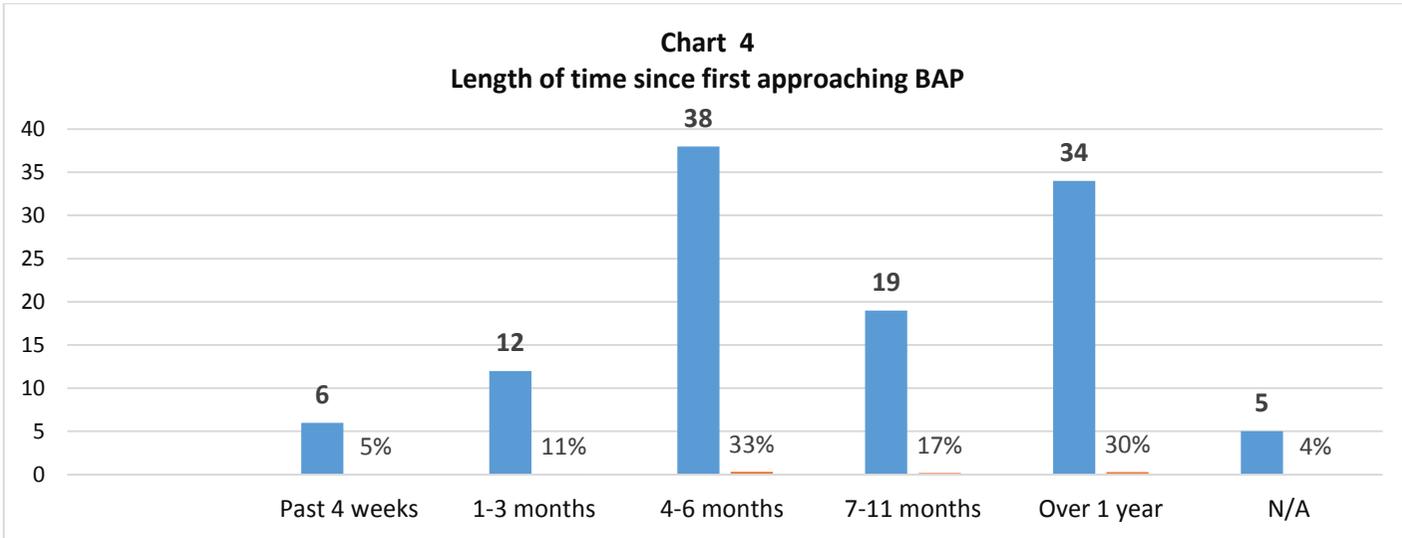
## 2.2 Prompts to visit the Local Employment Service/JOBLINK

2.21 A greater weighting in terms of responses to particular questions can be afforded to individuals who have engaged with the service for an extended period of time as opposed to persons who did so in the recent past. On this occasion it was decided to also contact individuals who attended SICAP courses in last quarter of 2015. In terms of when persons initially approached the BAP/LES JOBLINK, 30% indicated they had first done so more than one year ago and a further 17% between seven months and 16% in the past three months (Chart 4).

*“I’m very happy about this help”*  
*“I found out about the group through a family support worker from Tusla”*  
*“Heard about BAP after engagement with English teacher in ETNS, Balbriggan”*  
*“Interested in approaching BAP after English course”*

2.22 Elsewhere 58% of respondents paid a visit to the BAP/LES as a direct consequence of either a verbal referral from an officer at the local Department of Social Protection (DSP) office or on foot of receiving an official letter from the DSP advising them to so under the Activation process<sup>iv</sup>. 18% were self-referrals and a further 11% had been recommended to approach the organisation by a family member or a friend. 6% did so as a result of finding out information about the service on the BAP website [www.bap.ie](http://www.bap.ie) (Chart 5).

*“I have Mediator”*  
*“Michelle spoke to me about BAP. I went with her to class in library”*  
*“Heard about from my English language teacher in Balbriggan”*  
*“Coming here has improved my skills”*  
*“I was on illness benefit until April 2016 and then wished to access local resources to help my confidence and job search skills”*



## 2.3 Waiting periods & suggested changes to the BAP/LES Network

2.31 The majority of individuals managed to secure an appointment with a staff member in a reasonably short period of time. 47% did so in 'less than one week' and a further 20% 'with a fortnight'. 11% indicated it took them 'over a month to do so' (Chart 6). These waiting times are shorter than in 2015, and so a larger number of people are receiving supports in a quicker period of time.

2.32 With respect to suggested changes to the operations of Blanchardstown Area Partnership, (14) persons indicated that they would like to see BAP/LES located in alternative locations, (11) choose longer opening hours as an option, (8) persons choose the reception area. The interview rooms were also singled out by 7 persons as in need of attention. In 2015, the Partnership opened up new offices in Balbriggan (Chart 7).

*"Air conditioned rooms for full-day seminars"*

*"Bit different customer approach - individual progression plans etc"*

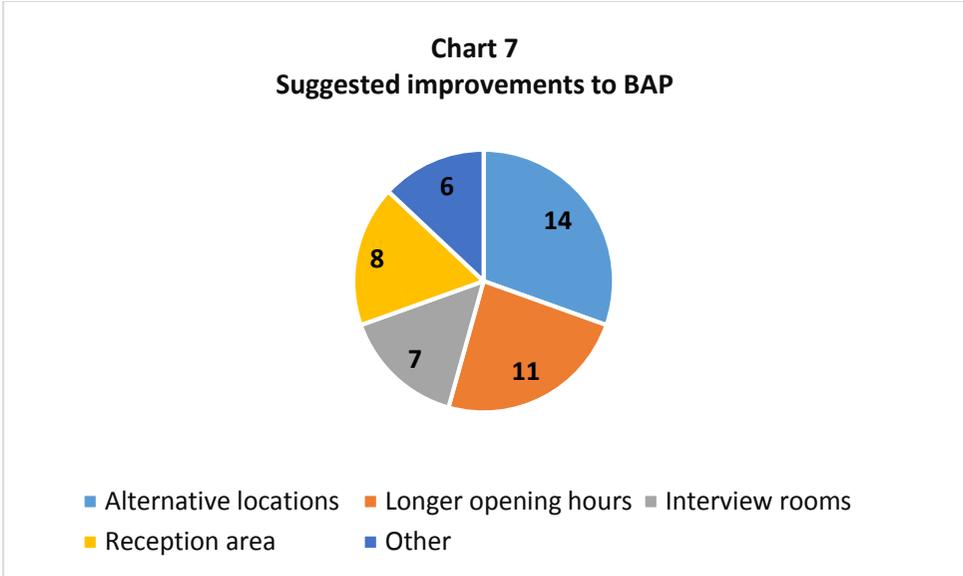
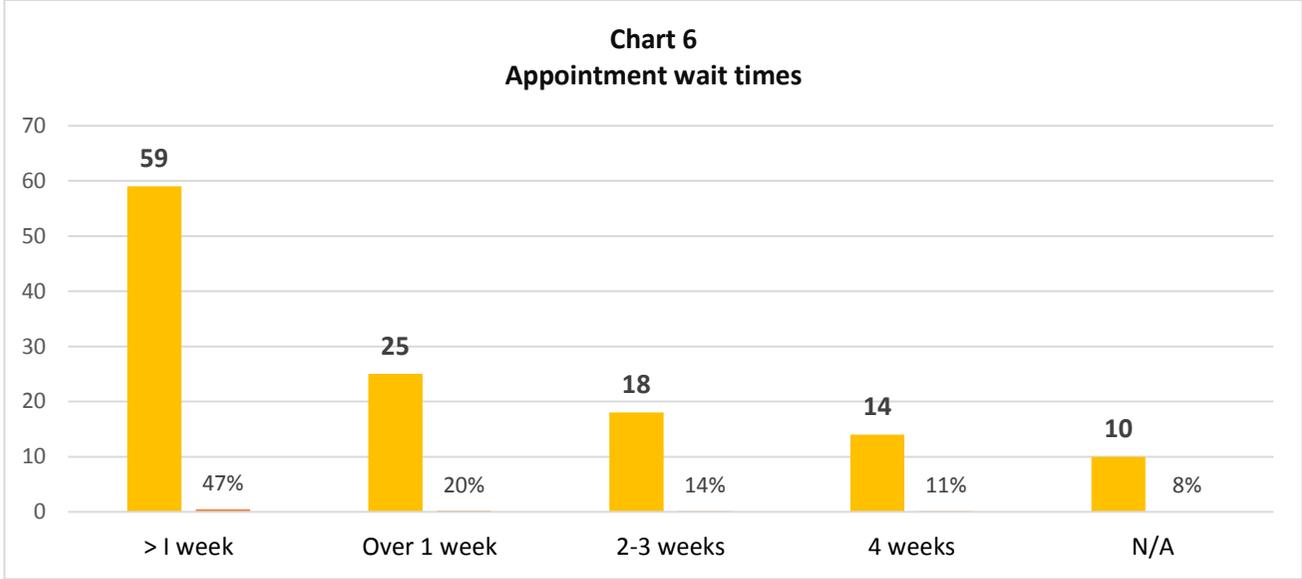
*"Training rooms very warm"*

*"Training room a bit warm"*

*"Training rooms too warm, better ventilation needed"*

*"Better ventilation needed"*

*"Way too warm"*



## 2.4 Motivation for approaching Blanchardstown Area Partnership / Local Employment Service

2.41 People's motivation for approaching the Blanchardstown Area Partnership was primarily influenced by the desire to secure 'a job' (58) based on responses gathered (Chart 8). This was followed by the need to 'improve their CV' (46) along with their 'job search and interview skills' (33). Support with 'career guidance' also featured highly (32) as did the requirement to 'discuss training options' (31).

2.42 The sixth most highly rated variable that respondents indicated was the desire to improve their 'confidence and self-esteem levels' (27) closely follow (26) individual's motivation to 'improve English language skills'. In 2016, the Partnership began to fund English language courses outside of Dublin 15 in north Fingal where a gap in language provision had been identified. 16 of the respondents to the survey were non-Irish nationals who have recently completed an advance ESOL course in Balbriggan.

*"Interested in finding out more about training options or career guidance"*

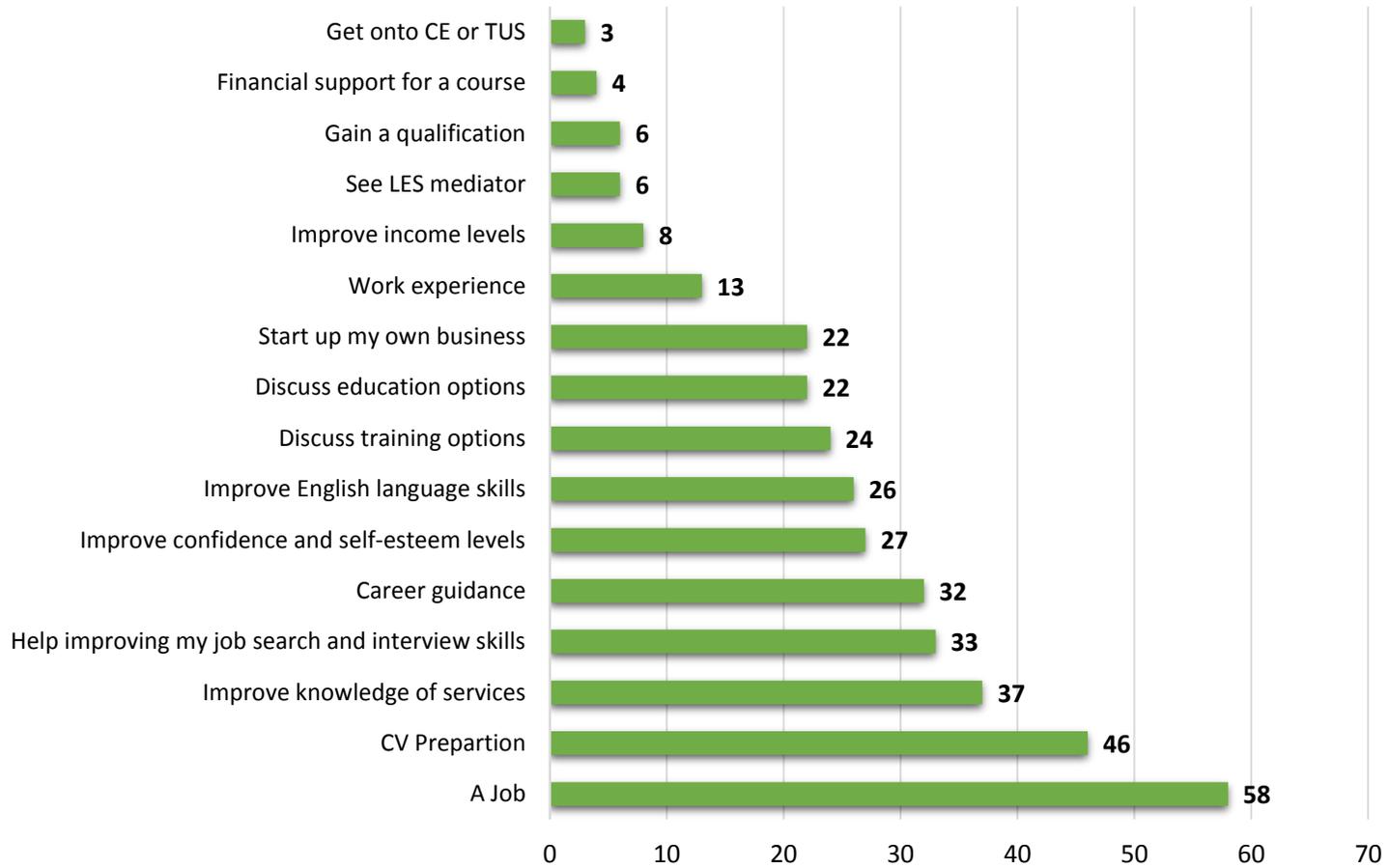
*"Also the isolation of being out of the workforce, coming here is a great boost to confidence in mixing with others in a group situation"*

*"Help with reading and writing"*

*"Keeps me motivated to continue to seek employment"*

*"Interested in finding out more about training options"*

**Chart 8**  
**Expressed needs of Clients**



## 2.5 Satisfaction levels with Blanchardstown Area Partnership / Local Employment Service

2.51 Satisfaction levels with BAP/ LES Network were ascertained through a sequence of stand-alone questions. First off, 76% of all visitors to the various premises of the BAP/LES JOBLINK were of the opinion that they were either *'excellent or very good'*. Just 2% thought they were *'fair'* (Chart 9).

2.52 In turn 100% stated that they had been treated with *'respect and dignity'* by staff members when they initially approached the organisation and throughout the period of time they remained registered with the service (Chart 10).

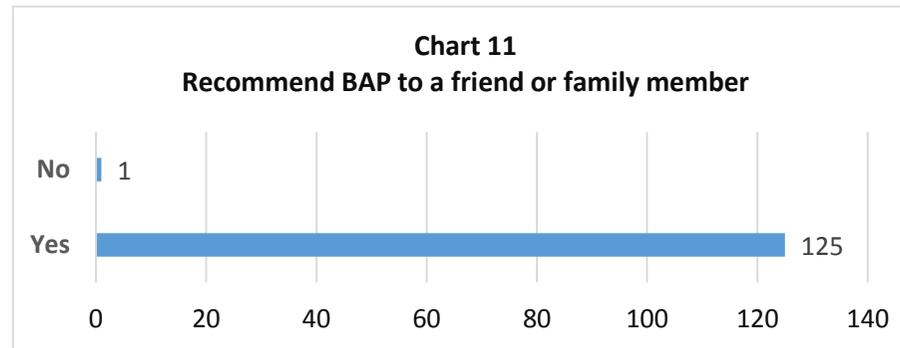
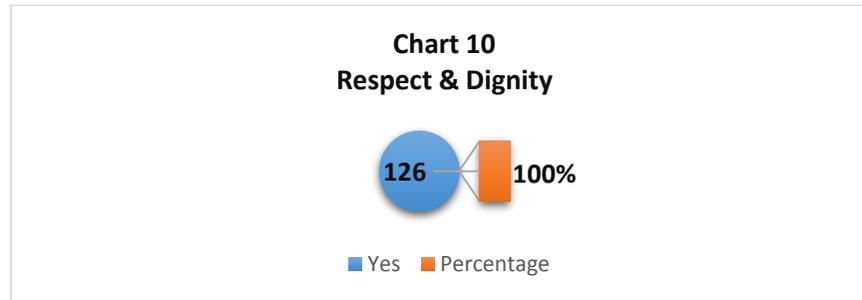
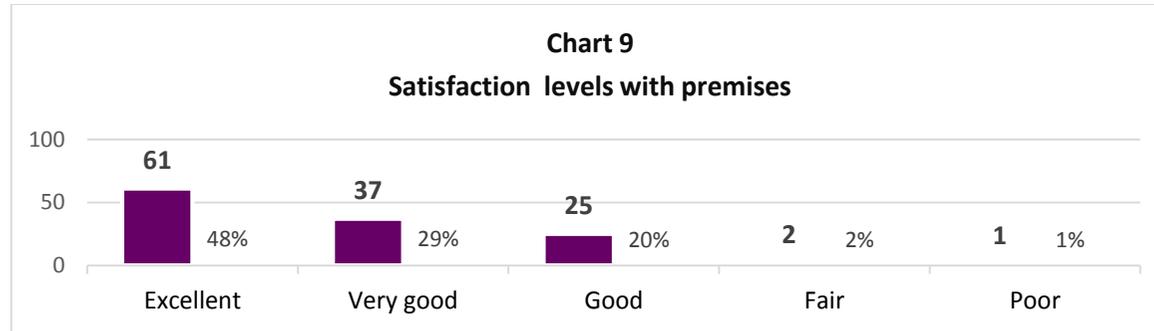
*"The staff were very helpful, friendly (BETNS, Balbriggan)"*  
*"It was very nice atmosphere all the time, even a cup of tea 😊"*  
*"All staff was friendly"*

*"Everything was wonderful, staff is great and very helpful"*  
*"Found them very helpful"*  
*"People were very friendly and respectful and helpful"*

*"Staff very good, get their point across"*  
*"Always respected"*  
*"They are very polite and respectful"*

*"My employment mentor was very helpful and always giving encouraging advice and career guidance"*  
*"At all times"*  
*"Staff very friendly and professional especially Jobclub team"*

2.51 Critically 99% of all survey respondents stated that they would *'recommend a family member of a friend to visit BAP'* (Chart 11). This finding alone is an overwhelming endorsement of the work carried out by the staff of the Blanchardstown Area Partnership/ LES Network. It is also in keeping with the findings of previous surveys administered since 2011.



### 3 Soft outcomes

3.3 All survey respondents were asked to use rank, using a scale matrix scale from 1-5, to what extent the supports they received had improved their core skills and helped them obtain soft outcomes<sup>2</sup> that might otherwise improve their probabilities of securing employment. Within each of the Logic Models BAP submitted as part of its SICAP tender, short, medium and longer outcomes were included. The feedback provided by the individuals is based on their own self-perception. Nevertheless, the feedback if accepted prima facia does provide an insight to what extent jobseekers are benefitting from attending education and training courses and receiving mediation supports. It is important to point out that not all survey respondents would have received the entire suite of supports available from the organisation during their engagement. As such some of the options that were available to rank were not relevant to all respondents so a non-applicable field was included. Because of this the responses to some questions are lower.

**Question 10 a)** sought feedback in connection with 11 separate factors ranging from CVs, interview preparation, communication, job search, English language skills to help in accessing courses. Several bar charts are depicted that visually present the collated feedback of respondents. The bullet points represent a synopsis of that information, which are best read in conjunction with (Charts 12-14).

10a)

- 78% of respondents (94) strongly agreed or agreed that their *CV* was enhanced since they approached the organisation while 5% (6) disagreed or strongly disagreed (Chart 12)
- 80% of respondents (80) strongly agreed or agreed that their *communication skills* were superior after approaching BAP whereas 6% (6) disagreed or strongly disagreed
- 66% of respondents (66) strongly agreed or agreed that their *interview skills* had improved as a result of their engagement with the organisation. 3% (3) disagreed or strongly disagreed while 20% were undecided.
- 71% (76) strongly agreed or agreed that the interventions they received from the organisation had been very helpful in *enabling them access an internal BAP course* and 4% (4) strongly disagreed. 20% indicated that this was not relevant to them. (Chart 13)

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<sup>2</sup> Soft outcomes may be characterised as intangible, subjective and intermediate. On the SICAP Headline Indicator Report there is a target for persons who have progressed along the educational continuum. The concept of '*progression*' was examined in depth by through evidence-based case studies carried out by Area Based Partnership Companies. According to a ADM Ltd synthesised report '*in education, progression is often perceived as movement into a course of study, completion of a number of linked modules or elements leading to recognised achievement, certification or movement onto further study ..but it is an elusive and difficult concept to measure or define*' (2000,p9).

- 57% (44) strongly agreed or agreed that the interventions they received from the organisation had been very helpful in *enabling them register for external courses* and 7% (5) strongly disagreed. 22% indicated that this was not relevant to them.
  - 36% (30) indicated that they had been the supports they had received along the way had been very helpful in enabling them *gain a qualification* and 14% (9) strongly disagreed. 45% indicated that this matter was not relevant to them.
- 
- 54% of respondents (43) strongly agreed or agreed their *English language skills* had improved as a result of receiving supports. 40% choose not relevant. (Chart 14)
  - 45% of respondents put forward that the information and advice they received had been very helpful in enabling them *access other services* while 8% disagreed or strongly disagreed. 5% were undecided and 30% choose not relevant.
  - 41% of respondents put forward that the information and advice they received had been very helpful in enabling them *improve their understanding of Irish culture* while 7% disagreed or strongly disagreed. 12% were undecided and 40% choose not relevant.

*“I attended to the Intermediate English in Blanchardstown library and I learnt and improved my English level”*

*“Good range of education and training to help people get jobs, very good for school leavers with no jobs”*

*“Got me into Adult Education for my reading and writing”*

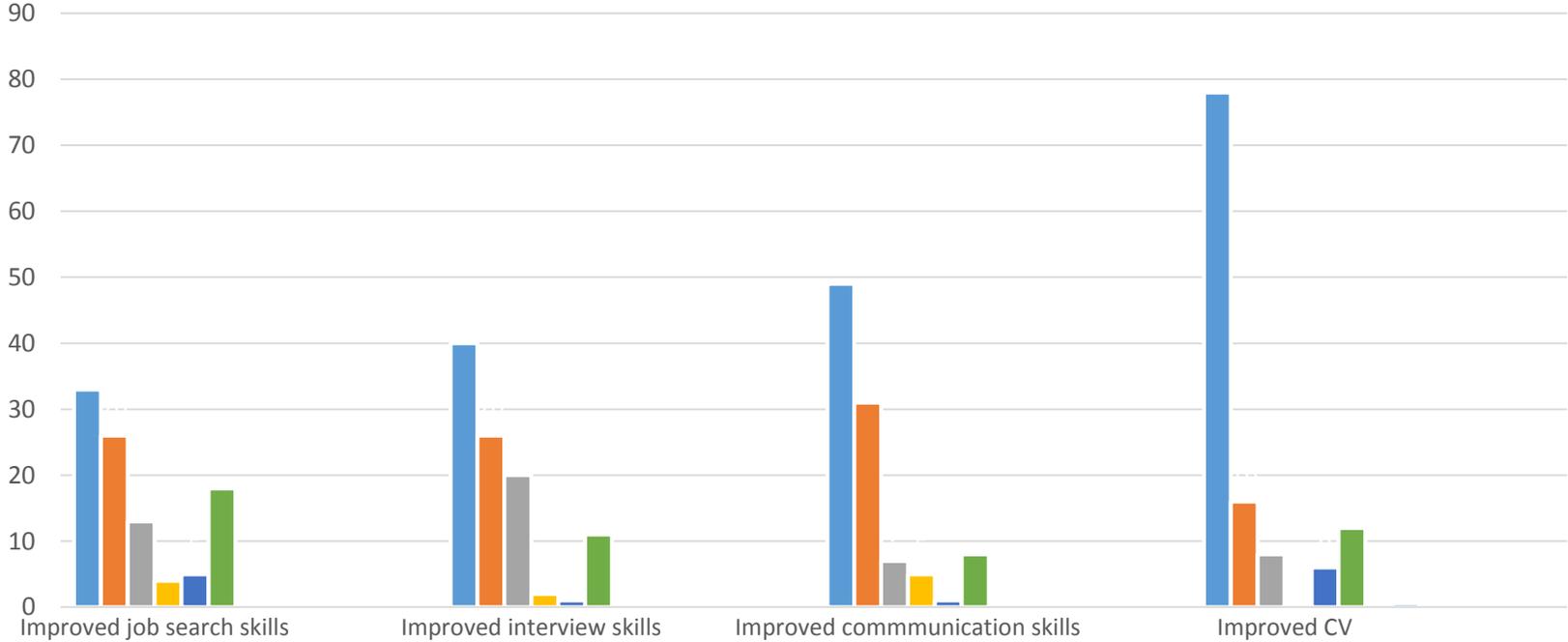
*“Being here really helped me a whole lot”*

*“I still have to improve Social Media Skill on waiting list for course. I have registered for online ECDL”*

*“Visiting LES help me gain access to proper training, in order to gain a good job”*

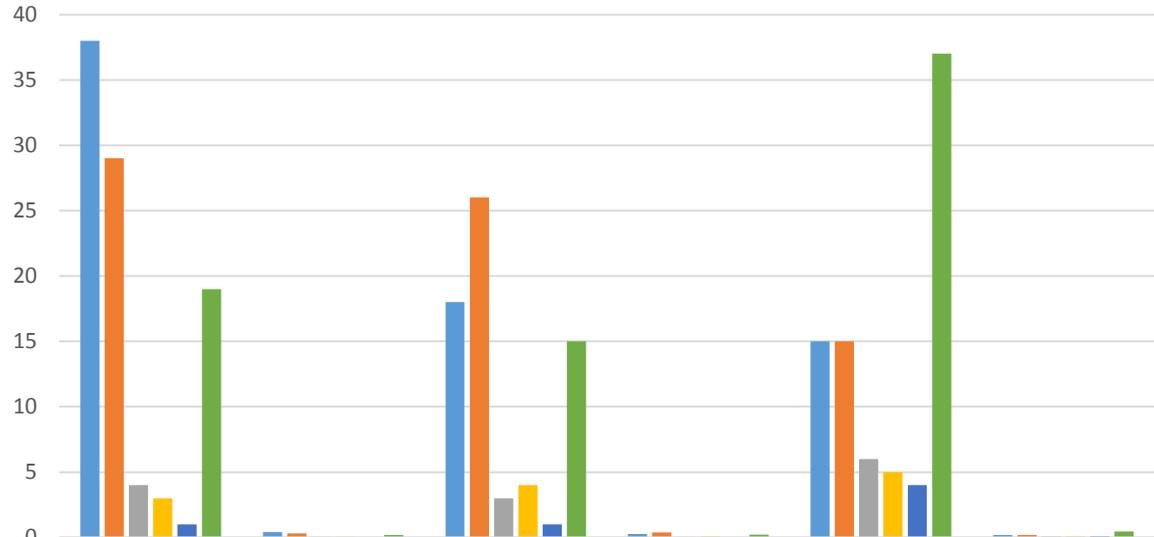
*“They have valuable information for people looking for work/ course funding”*

**Chart 12**  
**Soft Outcomes**



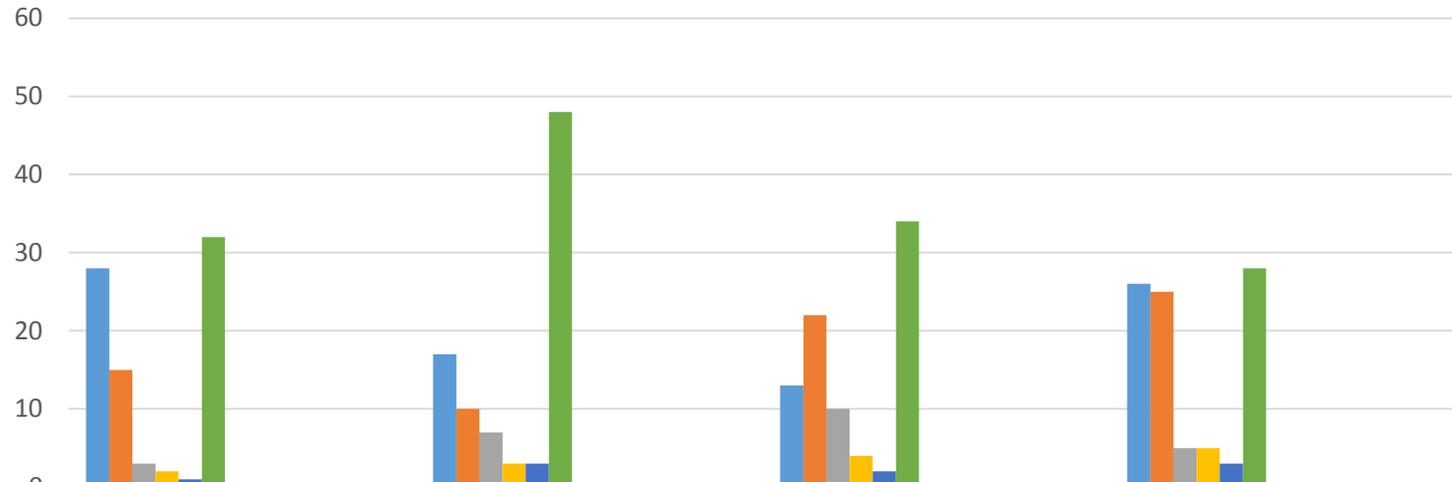
	Improved job search skills		Improved interview skills		Improved communication skills		Improved CV	
Strongly agree	33	33%	40	40%	49	49%	78	65%
Agree	26	26%	26	26%	31	31%	16	13%
Undecided	13	13%	20	20%	7	7%	8	7%
Disagree	4	4%	2	2%	5	5%	0	0%
Strongly disagree	5	5%	1	1%	1	1%	6	5%
N/A	18	18%	11	11%	8	8%	12	10%

**Chart 13**



	Helped access BAP courses		Helped register for external courses		Helped gain a qualification	
Strongly agree	38	40%	18	27%	15	18%
Agree	29	31%	26	39%	15	18%
Undecided	4	4%	3	5%	6	7%
Disagree	3	3%	4	6%	5	6%
Strongly disagree	1	1%	1	1.00%	4	8%
N/A	19	20%	15	22%	37	45%

Chart 14



	Improved English language skills		Better able to help children with homework		Improved understanding of Irish culture		Helped access other services	
Strongly agree	28	35%	17	19%	13	15%	26	28%
Agree	15	19%	10	11%	22	26%	25	17%
Undecided	3	4%	7	8%	10	12%	5	5%
Disagree	2	2%	3	3%	4	5%	5	5%
Strongly disagree	1	1%	3	3%	2	2%	3	3%
N/A	32	40%	48	55%	34	40%	28	30%

Question 10b) was constructed to build upon information obtained from the previous questions. Given their previous answers respondents were asked to indicate to what extent the supports they had received may have improved their motivation, self-esteem and confidence levels, their aspirations, sense of isolation, improved their knowledge of other services available and finally helped them identify their skills and provide them with a career path plan (Charts 15-16).

### 10b)

- 36 respondents or 41% claimed that the interventions they'd received had very much or somewhat helped them to gain *work experience* while 5% choose not really or not at all. 37% said this wasn't relevant to them. (Chart 15)
- 18 respondents or 22% indicated that the supports they had received had been very helpful or somewhat helpful in enabling them find *part-time employment* and 45 or 52% stated this wasn't relevant to them.
- 15 respondents or 20% indicated that the supports they had received had been very helpful or somewhat helpful in enabling them find *full-time employment*. 53% stated this wasn't relevant to them.
- 33 persons or 42% suggested interventions they received had very much or somewhat been lead them to a *better quality of life* while 14% disagreed or strongly disagreed. (Chart 16)
- 26 persons or 32% indicated the supports they received had very much or somewhat improved *family life* while 45% suggested this wasn't relevant to them.

*"Helped to fill in CAO form"*

*"I didn't look for the job yet, because I have a job, but I am planning to look for a new job in September"*

*"They helped me gain experience which helps with job experience"*

*"They help me with my studies"*

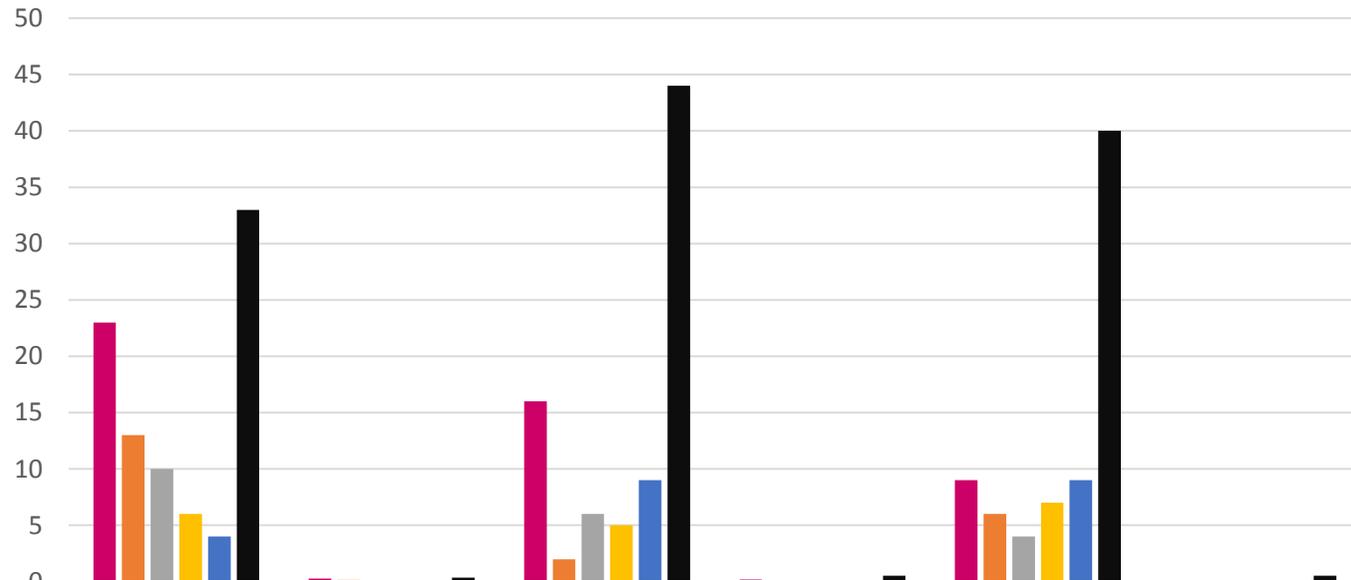
*"LES is helping me to obtain proper training courses"*

*"Improved my reading and writing"*

*"Classes for the over 45s plus is needed, mixed with younger people in your class"*

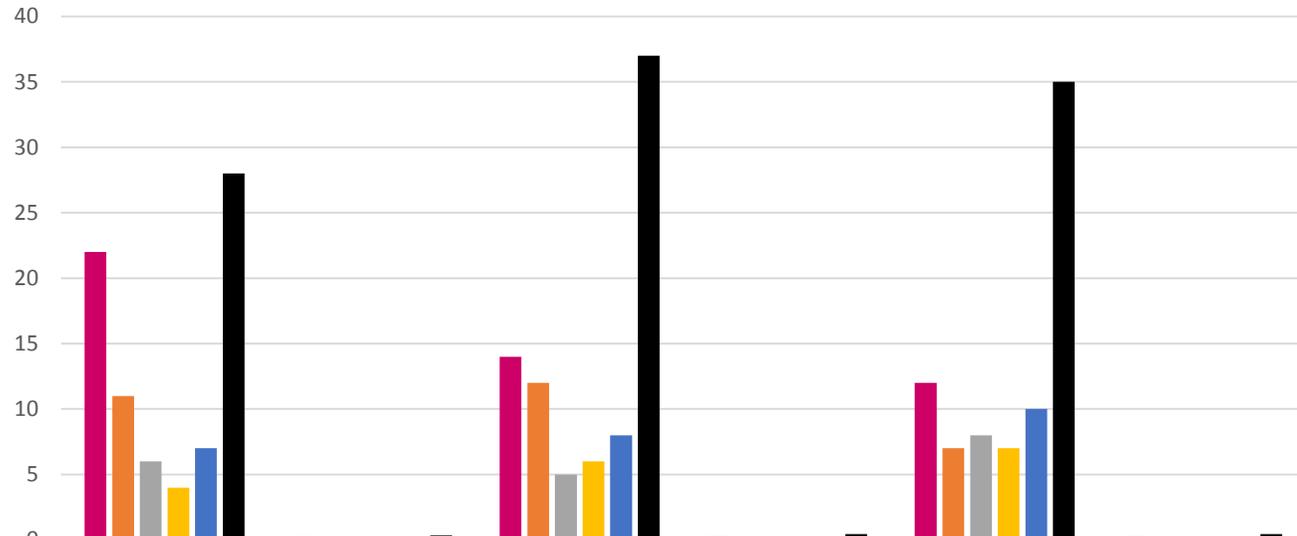
*"I do not have a job at this time but have upcoming interview and feel more confidence applying for jobs"*

Chart 15



	Helped person get work experience		Helped person get part time job		Helped person get full-time job	
Very much	23	26%	16	20%	9	12%
Somewhat	13	15%	2	2%	6	8.00%
Undecided	10	11%	6	7%	4	5%
Not really	6	7%	5	6%	7	9%
Not at all	4	5%	9	11%	9	12%
N/A	33	37%	44	52%	40	53%

Chart 16



	Better quality of life		Improved family life		Helped improve income levels	
Very much	22	28%	14	17%	12	15%
Somewhat	11	14%	12	15%	7	9%
Undecided	6	8%	5	6%	8	10%
Not really	4	5%	6	7%	7	9%
Not at all	7	9%	8	10%	10	13%
N/A	28	36%	37	45%	35	44%

Question 10 c) sought feedback in connection with how the interventions people received from BAP had enabled people secure a part or full time job, a labour market programme, take up work experience, improve their income levels, quality of life and family life. As the majority of individuals sampled have not disengaged with BAP/ LES Network fewer respondents gave feedback to these outcomes (Charts 17-19).

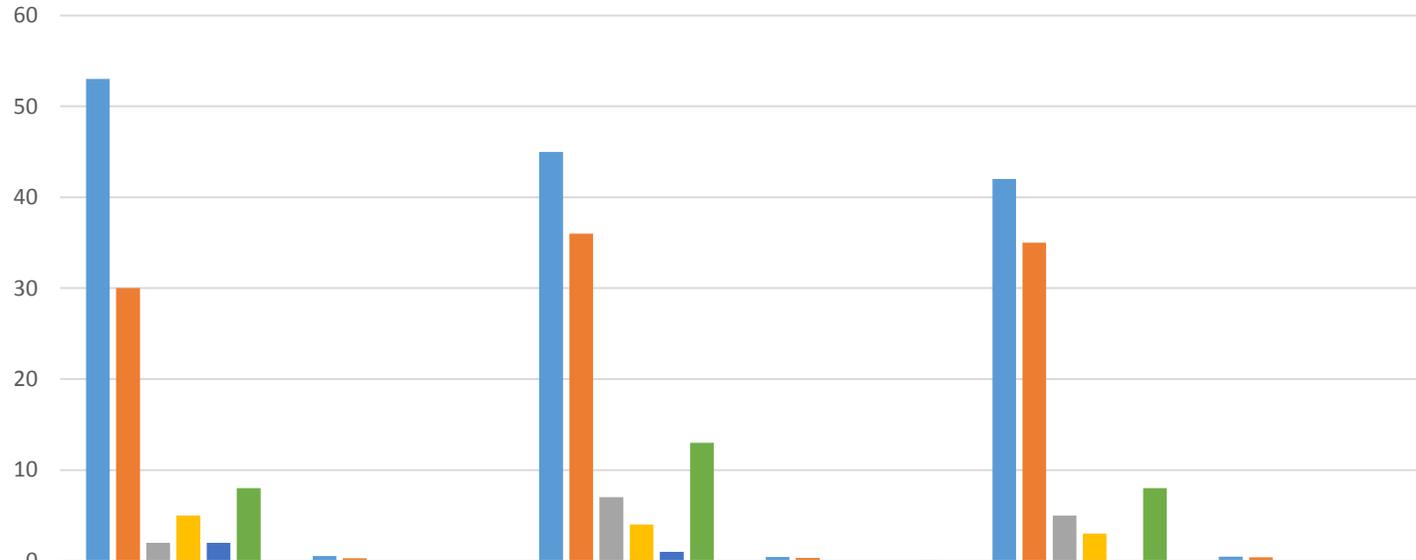
### 10c)

- 83 persons or 83% indicated that their *motivation levels* had improved very much or somewhat, whereas 7 or 7% suggested not really or not at all (Chart17)
- 81 persons or 76% indicated that their *self-esteem* had improved very much or somewhat, whereas 5 or 5% suggested not really or not at all
- 77 persons or 83% indicated that their *confidence levels* had improved very much or somewhat, whereas 3% suggested not really or not at all
- 75 persons or 75% specified that their *aspirations* have improved very much or somewhat, whereas 9% choose not really or not at all (Chart 18)
- 59 persons or 74% of respondents signified that the advice and supports they received had increased their *knowledge of services* very much or somewhat, while 7% said not really or not at all
- 77 persons or 72% of respondents denoted that that the interventions they received had very much or somewhat helped them *identify their skills and providing them with a career path*. 8% expressed not really or not at all.
- 71 persons or 75% suggested that they now had a renewed sense of purpose as a result of approaching the organisation. 7% were undecided whereas 4% said not really at all (Chart 19)
- 65 persons or 65% indicated that visiting the organisation and receiving interventions had *reduced their sense of isolation* very much or somewhat and 19% stated not really or not at all. 8% were undecided.
- Finally 72 persons or 77% expressed the opinion that the various supports they received had *improved their contacts with people and networks* very much or somewhat while 9% were undecided and 6% elected not really or not at all

*“I think the greater population do not understand the isolation and self-esteem issues with unemployment so it’s great to meet others who lift you and give you hope and purpose”*

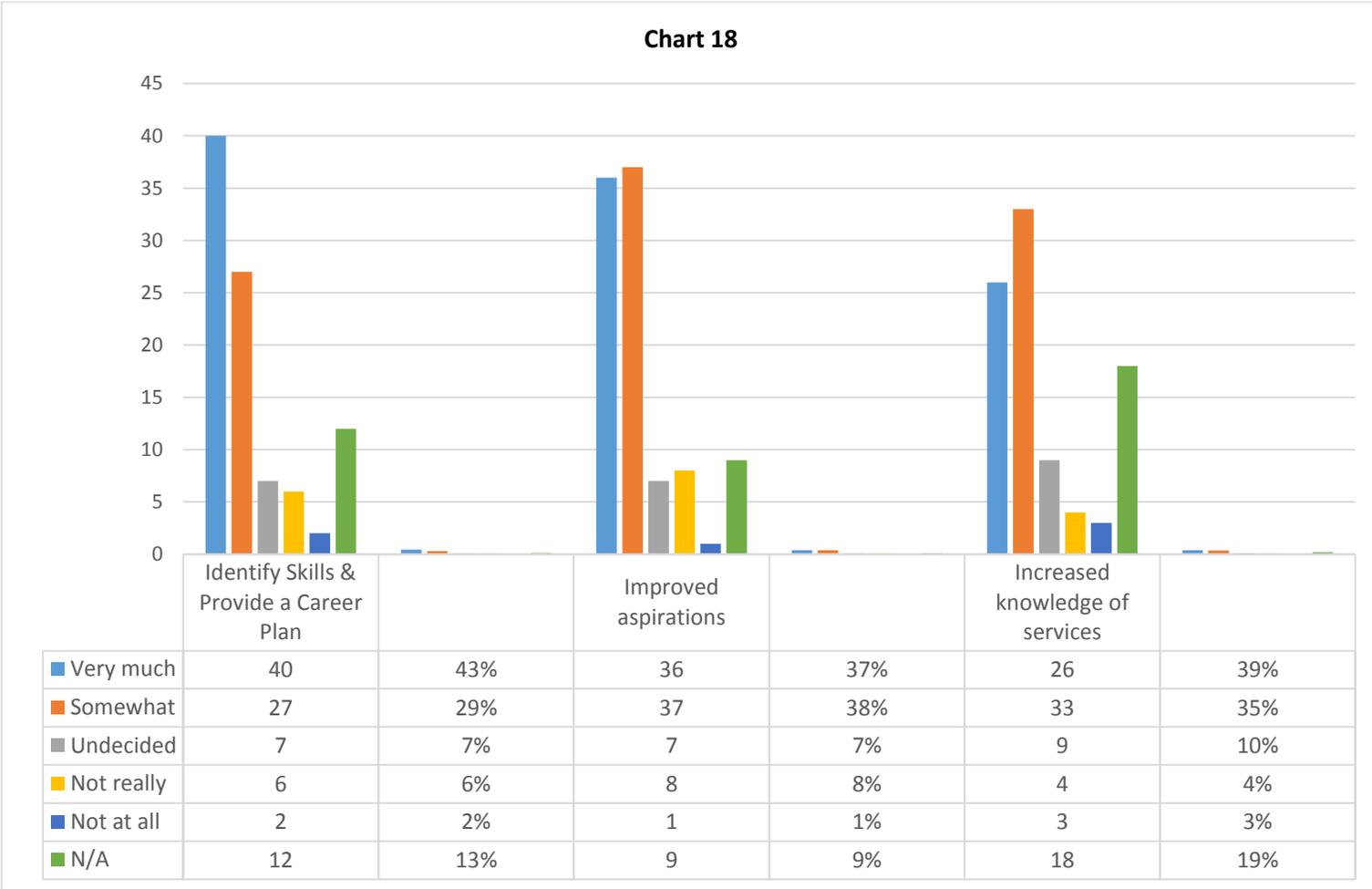
*“I have received great support from all the different sections of BAP”*

Chart 17

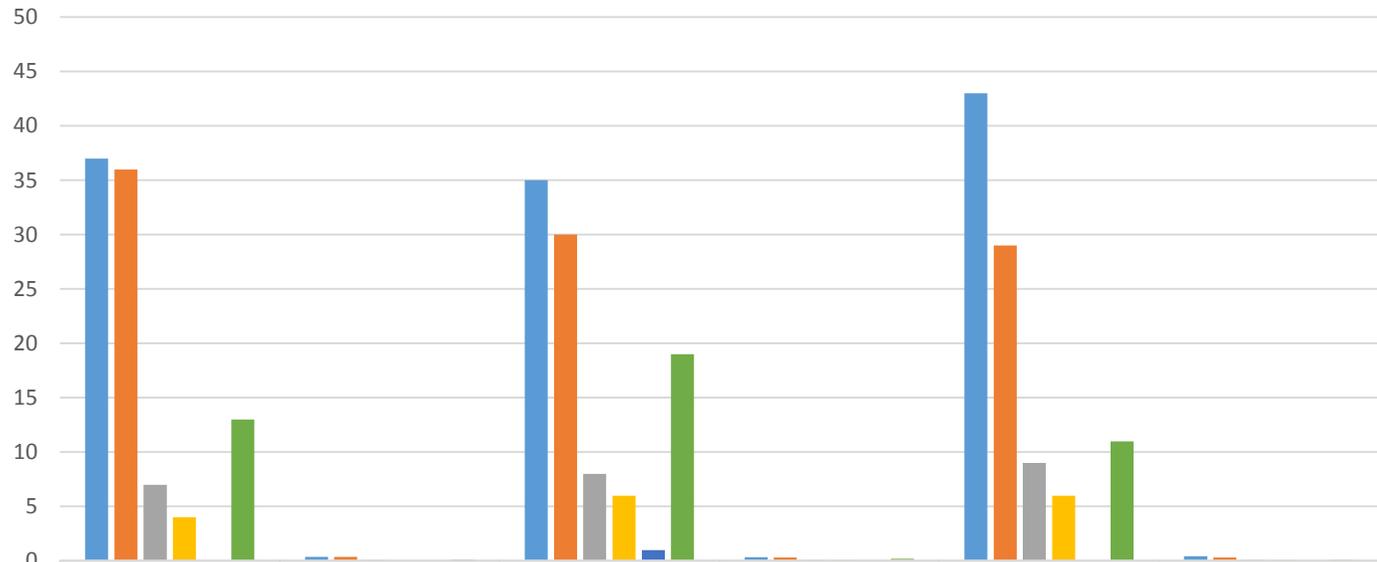


	Improved motivation levels		Improved self-esteem		Improved confidence levels	
Very much	53	53%	45	42%	42	45%
Somewhat	30	30%	36	34%	35	38%
Undecided	2	2%	7	7%	5	5%
Not really	5	5%	4	4%	3	3%
Not at all	2	2%	1	1%	0	0%
N/A	8	8%	13	12%	8	9%

Chart 18



**Chart 19**



	Renewed sense of purpose		Reduced isolation		Improved contacts with people & networks	
Very much	37	38%	35	35%	43	44%
Somewhat	36	37%	30	30%	29	30%
Undecided	7	7%	8	8%	9	9%
Not really	4	4%	6	6%	6	6%
Not at all	0	0%	1	1%	0	0%
N/A	13	14%	19	19%	11	11%

#### 4.1. Barriers to employment

4.1 As the majority of survey respondents are still registered with the BAP/ LES, it was appropriate to capture information on what the barriers to employment are for these jobseekers (Chart 20). There were several subtle changes in the ranking of what individuals choose as most personally challenging for them in comparison to previous years. In the context of this survey the barrier most frequently cited by individuals, which prevented them from (re)entering the labour market was that there are *'no suitable jobs'* (25) which is in keeping with other annual client satisfaction surveys. On this occasion however, (24) stated it was due to *'English language barriers'*, (19) down to *'finances'* and (18) because of *'transport difficulties'*. 15 had purported difficulties rotating around *'family commitments'* (15) were (14) had *'health problems'* whereas (11) indicated that it was because *'wages were too low'*. The interaction of secondary benefits with a primary social welfare payment is clearly an impediment for a significant cohort. e.g. rent allowance, medical card and lack of childcare. The absence of work references and not relevant skills were also cited.

*" My big worry is finances but I feel less anxious now and hopeful of employment. I get no rent allowance and medical card"*

*"I haven't been an LES client for very long so far has been really helpful"*

*"Future options in the future"*

*"Still actively seeking employment, will continue to attend Jobsclub until I gain employment  
but hopefully all will be met soon"*

*"Services and staff excellent / Need more funding and resources to expand"*

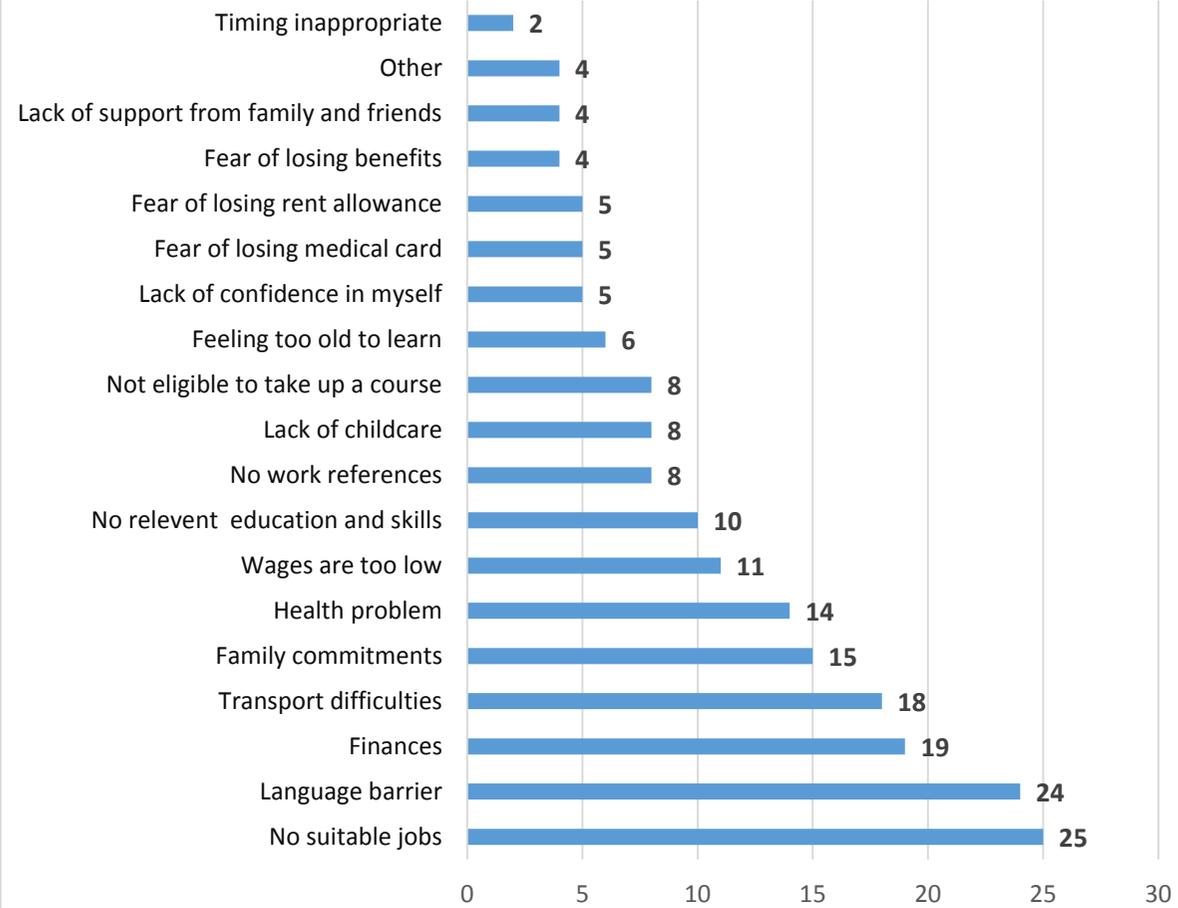
#### 4.2 Individual beneficiary needs

Finally, respondents were asked to rate to what extent their needs had been met. 53 or 49% indicated that their needs had been fully met, 52 or 48% that some of their needs had been met and 4% that their needs had not been met (Chart 20).

*"I did the future options course with no clue what to do or where to go and the mentors on that course were outstanding. Sinead was so nice and empathetic to all of our situations and really brought us together as a group. My confidence certainly improved as Sinead helped us tap into what were our strongest points as a person not just as an employee. It was fun and informative which I really did not expect"*

*"May be. I felt it's all about getting a job but not the job you really want that makes you feel happy. Life is about the right job that makes you happy. Any body can get a job but it's all about the right job for you ?"*

**Chart 20**



## 5. Conclusions

5.1 The results from the 2016 SICAP and LES survey are very positive based on the 126 completed questionnaires. The template overleaf presents a listing of some of the prescribed SICAP outcomes across the goals alongside the performance indicators and the results of the survey administered. Based on the feedback of the survey participants it can be stated that these prescribed outcomes of SICAP are being achieved by the Blanchardstown Area Partnership and additional unprescribed ones (Table1).

-100% of individuals stated that they had been treated with '*respect and dignity*' by staff members when they initially approached BAP and throughout the period of time they remained registered with the service.

-97% of all survey respondents stated that they would '*recommend a family member of a friend to visit BAP*' which is endorsement of the work carried out by the staff of the organisation.

-96% were of the opinion that the premises of the BAP/LES JOBLINK they had visited were either excellent, very good or good.

-53% indicated that their '*needs had been fully met*', 43% that '*some of their needs had been met*' and 4% that their needs had not been met.

All these independent variables and the qualitative feedback gathered clearly provide evidence that the Satisfaction levels of individuals receiving supports under Goal 3 regarding the supports received by them, which is a *SICAP qualitative indicator*, cannot be disputed.

5.2 The data gathered also demonstrates that *additional soft outcomes* are being achieved in helping progress jobseekers towards the labour market that are not reflected in the 2015-2017 SICAP evaluation framework. Many respondents made reference to how isolating the experience of unemployment is. 56 persons or 61% indicated that the interventions they received from Blanchardstown Area Partnership had been very helpful in reducing their *sense of isolation* and 17 (18%) somewhat helpful. 53 persons or 62% also expressed the opinion that the various supports they received had been very helpful in *improving their contacts with people and networks*.

5.3 The Institute of Public Health in Ireland released a report in 2011, entitled *the Impact of Recession and Unemployment on Men's Health in Ireland*. This publication on page 31 makes reference to the '*vital role played by organisations operating within the community-where a first point of access can be provided for men in a secure environment..and actively support and encourage the establishment of new men's groups*'. Blanchardstown Area Partnership will continue to such as the Men's shed project in Mulhuddart.

## Appendices

**Table 1**

<b>SICAP Outcomes</b>	
<b>Goal 2 To identify and provide information on learning supports available to individuals experiencing educational disadvantage</b>	<b>Feedback</b>
<p><b>Indicators</b></p> <p><b>G2.1.1</b> People experiencing educational disadvantage from the target groups are better informed of local opportunities for LLL</p> <p><b>G2.2.1</b> Increased participation by people experiencing education disadvantage in life-long learning opportunities</p> <p><b>G2.2.2</b> Increased progression by people experiencing educational disadvantage along the life-long learning continuum</p>	<ul style="list-style-type: none"> <li>• 71% (76) strongly agreed or agreed that the interventions they received from the organisation had been very helpful in <i>enabling them access an internal BAP course</i> and 4% (4) strongly disagreed. 20% indicated that this was not relevant to them.</li> <li>• 57% (44) strongly agreed or agreed that the interventions they received from the organisation had been very helpful in <i>enabling them register for external courses</i> and 7% (5) strongly disagreed. 22% indicated that this was not relevant to them.</li> <li>• 45% of respondents put forward that the information and advice they received had been very helpful in enabling them <i>access other services</i> while 8% disagreed or strongly disagreed. 5% were undecided and 30% choose not relevant.</li> <li>• 36% (30) indicated that they had been the supports they had received along the way had been very helpful in enabling them <i>gain a qualification</i> and 14% (9) strongly disagreed. 45% indicated that this matter was not relevant to them.</li> </ul>

	<ul style="list-style-type: none"> <li>54% of respondents (43) strongly agreed or agreed their <i>English language skills</i> had improved as a result of receiving supports. 40% choose not relevant.</li> </ul>
<b>Outcomes</b>	
<b>Goal 3 To engage with SICAP target groups and youth to move them closer to the labour market and progress them into employment</b>	
<p><b>Indicators</b></p> <p><b>G3.1.1</b> Those most distant from the labour market are more aware of career options and job opportunities and are better prepared to enter the labour market</p> <p><b>G3.1.3</b> Increased numbers from the target groups are progressed into employment and supported to remain in employment</p>	<ul style="list-style-type: none"> <li>78% of respondents (94) strongly agreed or agreed that their <i>CV</i> was enhanced since they approached the organisation while 5% (6) disagreed or strongly disagreed</li> <li>80% of respondents (80) strongly agreed or agreed that their <i>communication skills</i> were superior after approaching BAP whereas 6% (6) disagreed or strongly disagreed</li> <li>66% of respondents (66) strongly agreed or agreed that their <i>interview skills</i> had improved as a result of their engagement with the organisation. 3% (3) disagreed or strongly disagreed while 20% were undecided.</li> <li>36 respondents or 41% claimed that the interventions they'd received had very much or somewhat helped them to gain <i>work experience</i> while 5% choose not really or not at all. 37% said this wasn't relevant to them. (Chart 15)</li> <li>18 respondents or 22% indicated that the supports they had received had been very helpful or somewhat helpful in enabling them find <i>part-time employment</i> and 45 or 52% stated this wasn't relevant to them.</li> <li>15 respondents or 20% indicated that the supports they had received had been very helpful or somewhat helpful in enabling them find <i>full-time employment</i>. 53% stated this wasn't relevant to them.</li> </ul>

	<ul style="list-style-type: none"> <li>• 33 persons or 42% suggested interventions they received had very much or somewhat been lead them to a <i>better quality of life</i> while 14% disagreed or strongly disagreed.</li> <li>• 26 persons or 32% indicated the supports they received had very much or somewhat improved <i>family life</i> while 45% suggested this wasn't relevant to them.</li> </ul>
<p><b>Goal 3 To support SICAP target groups and youth in becoming self-employed and sustaining this</b></p>	<p><b>BAP carries out a separate survey of enterprise clients on occasion</b></p>
	<p><b><i>Non prescribed outcomes reported by survey respondents</i></b></p>
<p>There are no indicators across the SICAP to capture these 'core competencies and soft outcomes' some of which are short term, medium and long term.</p>	<ul style="list-style-type: none"> <li>• 83 persons or 83% indicated that their <i>motivation levels</i> had improved very much or somewhat, whereas 7 or 7% suggested not really or not at all</li> <li>• 81 persons or 76% indicated that their <i>self-esteem</i> had improved very much or somewhat, whereas 5 or 5% suggested not really or not at all</li> <li>• 77 persons or 83% indicated that their <i>confidence levels</i> had improved very much or somewhat, whereas 3% suggested not really or not at all</li> <li>• 75 persons or 75% specified that their <i>aspirations</i> have improved very much or somewhat, whereas 9% choose not really or not at all</li> <li>• 59 persons or 74% of respondents signified that the advice and supports they received had increased their <i>knowledge of services</i> very much or somewhat, while 7% said not really or not at all</li> <li>• 77 persons or 72% of respondents denoted that that the interventions they received had very much or somewhat helped them <i>identify their skills and providing them with a career path</i>. 8% expressed not really or not at all.</li> </ul>

	<ul style="list-style-type: none"><li>• 71 persons or 75% suggested that they now had a renewed sense of purpose as a result of approaching the organisation. 7% were undecided whereas 4% said not really at all</li><li>• 65 persons or 65% indicated that visiting the organisation and receiving interventions had <i>reduced their sense of isolation</i> very much or somewhat and 19% stated not really or not at all. 8% were undecided.</li><li>• Finally 72 persons or 77% expressed the opinion that the various supports they received had <i>improved their contacts with people and networks</i> very much or somewhat while 9% were undecided and 6% elected not really or not at all</li></ul>
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## ENDNOTES

<sup>i</sup> The concept of ‘progression’ was previously examined by the 1994-1999 Local Development Programme through in depth case studies. According to the ADM Ltd synthesised case study (2000, p9) *‘the case studies all agreed that progression is an underlying principle of the Local Development Programme but it is an elusive and difficult concept to measure or define’*. The case study on page 11 also states that *‘in education, progression is often perceived as movement into a course of study, completion of a number of linked modules or elements leading to recognised achievement, certification or movement onto further study’*.

<sup>ii</sup> In 2013, Blanchardstown Area Partnership consulted with Aontas, an Open University Psychology Lecturer and JOBCLUB Leader, a social economy enterprise called Speedpak and NEXUS research to determine how an organisation could capture soft outcomes and core competencies as well as referencing international literature.

<sup>iii</sup> 1,200 persons receive an LES Newsletter from the Employment Unit. Approximately 25% on average open the newsletter itself. It was not possible to ascertain how many persons who received the Employment Unit newsletter subsequently opened the link to the SICAP/ LES survey itself.