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SESAME: The impact of a project

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MentorProgramma Friesland

SESAME: the impact of a project

A thesis about evaluation and impact measurement

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Preface

When the time came to find an internship for the graduation phase of my education, I wished to do something different. Then I heard about MentorProgramma Friesland and I decided to send them my letter of application. I decided to do this because I am also hoping to become a teacher after this course and this seemed like a place where I could get some experience in that field.

The idea for this research came during my application interview. The idea was to perform an impact measurement of the SESAME project, because of all the current events happening in the SESAME project. All the partners were backing the research and this research could contribute to the end evaluation of the project. I was very enthusiastic about the topic, and because of this enthusiasm, the topic of the thesis was soon agreed upon. I was so enthusiastic because first of all I didn't have any knowledge about the topic and I could gain this knowledge. So, there was a curiosity towards the topic and the goals the SESAME project was working towards. Furthermore, there was also the international aspect that really appealed to me. The opportunity to talk to people from multiple countries and to see what they are doing with the project. To talk to them (mostly through Skype) has been very valuable. But also the other international events took place, have been very interesting experiences (when students from the UK came over in March or talking to the American guests during the Short Course event in May).

I would like to thank Szilvia Simon for giving me the opportunity to be an intern at MentorProgramma Friesland and for the valuable feedback that was given for the different products. I would also like to thank the teachers from the school who are involved: first of all Maarten Hoekstra, the main supervisor from school, for the valuable feedback and conversations during the period. Second is Petra Esser for the guidance towards this period and also the second assessor Bart-Jan Heine for reading the products. I would also like to thank the other interns at the Kanselarij for providing inspiration when I needed it and for thinking along with me when I asked them to. I would also like to thank the SESAME partners for their time and valuable views on the impact of SESAME that were presented during the interviews. More information about them can be found in appendix two, the respondent list. Last but certainly not least I would also like to thank my family: my parents, brother and sisters for always believing in me and encouraging me during this period.

I hope you enjoy reading this report,

Hanneke van der Velde
Leeuwarden, June 2017

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Management summary

This research is about the impact of the SESAME project. The SESAME project is a strategic partnership between Inqubator Leeuwarden (Netherlands), Kaunas vocational training centre of social services and construction business specialists (Lithuania), Salpaus Further Education (Finland), Bridging To The Future (United Kingdom), Servei Solidari (Spain) and Bursa MEM (Turkey). The leading organisation is MentorProgramma Friesland (Netherlands). SESAME is short for Social Enterprise by Synergy and the Added value of Mentoring in Europe and the project started in 2014 and ends in 2017. The project is funded by Erasmus+. The focus of the project lays on the development of a social entrepreneurial mindset through a combination of social enterprise with mentoring, educational organisations and business ventures and the combination of young people with mentors to reach this change of mindset and enlarged entrepreneurial skills for young people.

The main question of this research is: What are the people results, customer results and society results of SESAME on a regional level, according to the project managers? This research is first of all qualitative. The type of evaluation is an ex-post evaluation. It is this type of evaluation because this evaluation will be part of the end evaluation of the project (so after all the activities have taken place), ex- ante and ex-durante evaluation both take place in another step of the process. In measuring impact there are five steps (according to the practical guide to measuring and managing impact of the European Venture Philanthropy Association), this research will focus on step three, measuring results. The results will be measured through the EFQM model. this model consists of three pillars, which consists of three smaller blocks. This research will focus on the people results, customer results and society results. Indicators have been found to measure these sections and are combined in the conceptual model. The conceptual model is a summary table method, because this isn't a monetary method (the research does not focus on matters regarding finance) and a multi-criteria method (because the results are not valued/the criteria are not weighed, each region is different and one is not better than the other) and this table provide an overview of the results per partner (which is the definition of a summary table). The conceptual model can be seen below:

	People results	Customer results	Society results
Involvement	Number of employees involved Type of involvement	Number of students participated in training Other types of involvement of participants	Business & governments involved Type of involvement
Aimed to achieve	Goals of partner.	Goals of partner.	Goals of partner.
Actual achievements	Actual achievements of partner How partner experienced the actual achievements.	Actual achievements of partner How partner experienced the actual achievements	Actual achievements of partner How partner experienced the actual achievements

The information about the people results, customer results and society results are obtained during interviews with the project coordinators and the project leader. These interviews took place in person or online meetings.

For the people results the coordinators wanted to achieve more knowledge about mentoring or social enterprise and the follow- up would be to transfer it to the students or companies they wished to involve. The other goal they wished to achieve was to give the employees networking opportunities, by taking them abroad to the SESAME meetings for example. This gave opportunities to see what is going on in other countries and possibly lay foundations for cooperation in future projects, this could be either in the region or at European level. The employees did gain more knowledge and skills. This was sometimes expected and sometimes this was not expected (it exceeded their expectations or the partner did not know what to expect from the project). Some hoped it would change the educational program of the school and in many cases, SESAME has proven sustainable for the future (Finland, UK, Netherlands and Lithuania). Also, there have been some negative results when an organisation did not cooperate as well (because of time issues or not understanding the topic).

The customer results are about the same: to gain more knowledge and skills about entrepreneurship. This was not always to create more entrepreneurs, but to get the students to think social entrepreneurial. The students really enjoyed the course and they know that social entrepreneurship exists and they can decide for themselves if they are going to do something with it. This makes it difficult to forecast any long-term changes (also because in some cases they are young, only sixteen or seventeen-year-olds). But for the shorter term, they have received the knowledge and skills that they will take with them in the future. The numbers of students participating is very different, from about ten to five hundred.

The society results are about the different stakeholders from business and government, from business networks (Rotary clubs, Chamber of Commerce) to municipalities/provinces. The stakeholders were all involved by inviting to meetings and to provide learning (exchange views, helping to organise events, sharing their stories as entrepreneurs etcetera). Mostly what the partners wanted to achieve was more awareness of the topic, to establish new networks. This is also what they achieved, also possible new partnerships for other projects have been mentioned. The only matters that were a bit difficult were in Finland the cooperation with the Rotary clubs and in the Netherlands, in the beginning, they did not immediately pick up what it is about, further there was not really trouble engaging with the stakeholders. This was mostly because they liked the project and the topic that is was about.

The recommendations that are made, are the following:

1. Evaluation Erasmus+: the evaluation should be carried out as planned, this should be as complete and as much based on facts as is possible. Also because perception is an issue during this research;
2. EFQM model: because the EFQM model really is a process that leads to quality, also other parts should be taken into account. The model consists of three pillars and this research only looks at one specific pillar. This would be a suggestion for follow-up research;
3. Future SESAME project: because it is established that sustainability has been reached, the two matters to look at (these have been mentioned in the interviews) are a chance for students to put the training into practice and also look at possibilities for SESAME in other target groups then young, VET students.

1: Introduction

The introduction will begin with information about the SESAME project, after that information about MentorProgramma Friesland will be provided. In paragraph 1.3 the reason for this reason for this research will be explained and in paragraph 1.4 the objectives and questions for this research will be set out. In paragraph 1.5 an introduction to the methods of this research will take place. In the last paragraph the structure of this research will be described.

1.1 The SESAME project

The SESAME project is a strategic partnership and seven organisations all over Europe are taking part in this project. The organizations and the country they are from are: Inqubator Leeuwarden (Netherlands), Kaunas vocational training center of social services and construction business specialists (Lithuania), Salpaus Further Education (Finland), Bridging To The Future (United Kingdom), Servei Solidari (Spain) and Bursa MEM (Turkey), the leading organization is MentorProgramma Friesland (Netherlands). SESAME is short for Social Enterprise by Synergy and the Added value of Mentoring in Europe and the project started in 2014 and ends in 2017. The project is funded by Erasmus+.

The focus of the project lays on the development of a social entrepreneurial mindset and a larger set of entrepreneurial skills. This is reached through a combination of social enterprise with mentoring, educational organisations and business ventures and young people with mentors. To reach the previous mentioned goals the intellectual outputs of the project (the training for the students and the online toolkit), other activities (opening one-stop shops, dissemination meetings and other events) and mentoring from role models (the social entrepreneurs) have been developed as part of the project. Furthermore, the project also wants to reach a faster inclusion of younger people in the labour market and tackle issues such as school drop-outs, youth employment and create support for young entrepreneurs. The different activities that are organised should help to put young people, education, companies, and communities in motion and give them skills to become entrepreneurs and promote social enterprise. The last goal is to create a network and exchange knowledge, insights and best practices. So to summarise, the main goals of the SESAME project are:

1. Social Inclusion: Fasten social and labour market inclusion of young people, tackle dropouts and help them move towards fulfilling their potential;
2. Powerful Network: Create a powerful network formed by young people, education, businesses and local communities while equipping them with a social entrepreneurial skillset;
3. Social Entrepreneurship: Promote social entrepreneurial innovation among young generations (SESAME project.).

1.2 MentorProgramma Friesland

MentorProgramma Friesland was founded in 1997. The initial aim was to improve the chances of non-native speakers. Later this was expanded to the VET colleges (Friese Poort, Friesland College, Nordwin College) and the universities of applied sciences (Stenden, NHL Hogeschool) that now participate in the program. The process of applying for a mentor goes as follows: the student gets in touch with the MentorProgramma (the students can hear about the program in a variety of ways, for example through the guidance counsellor or their teachers). The mentors all have very different backgrounds (for example in years on the labour market or in other variables), but they all share a life experience and they are willing to share this with their mentee (the person being guided by the mentor) and can be seen as a role model for the mentee. The main cause that the mentees have in common, is that they are willing to learn to achieve their goals. After the student applies to the program, an introduction meeting takes place. If this is a success, further appointments are made (frequencies of the meetings, expectations of the relationship) (Mentorprogramma friesland.).

The programme can be seen as a prevention method, it is not for problem-solving purposes. The goals from MentorProgramma Friesland are: to offer a complementary service to students who want to be linked to a mentor from higher education or from companies, for the mentors to support and guide the mentee in their school choices or career path, preventing drop-outs, creating more continuous education (Going from VET to a university of applied sciences), creating more ambitions within the students, more connections between the educational institutions linked to the program and business organisations. The values that the program is based on, are a business-like appearance, the development of talents, using chances, being multicultural and multidisciplinary, the strength of the individual, bringing the educational branch and corporate branch together, being focused on the target group and providing custom-based work. All these goals and values come together in the different services that are provided to combine mentors and mentees (this can be either one-on-one or in a group), through events (networking events, workshops, etcetera) and also participating in European projects, for example, the SUPREME project and SESAME project (MentorProgramma Friesland, 2017).

The impact of mentoring is according to the research report "Enriching relations" written by Dr Menno Vos describes the effects of mentoring, this mostly in the increase of self-confidence, soft skills and cognitive skills (Vos, 2014). It is a form of coaching and provides a network that contributes to the development of the mentee. Mentoring has a lot of uses, for example, the mentee is acknowledged and recognised, has a role model, receives personal attention and is stimulated in educational or career choices. The mentor benefits from the mentoring by developing leading/coaching skills (MentorProgramma Friesland, 2017).

1.3 Reason for this research

The originator for this research is MentorProgramma Friesland. MentorProgramma Friesland (MPF) is the initiator and leading organisation of the SESAME project. This European project started in 2014 and now, three years later (in the summer/fall of 2017) an end evaluation has to take place. The end evaluation has to be delivered to Erasmus+, this is the organisation MentorProgramma Friesland receives funding from to carry out the project. This organisation wants an evaluation, because of accountability (for the funding and to prove that the objectives were reached). The conducted research contributes to this by establishing what the impact of the project is, so MentorProgramma Friesland can use this information in the mentioned end evaluation.

1.4 Objectives and Questions

The objectives and questions are described in this paragraph. There are two objectives, internal (for the research) and the external objective (the broader goal of the research report). The internal objective is: To measure the results of SESAME on a regional level with the EFQM model about people results, customer results and society results. And the external objective is**:** To contribute to the SESAME goals and be part of the knowledge exchange between the partners of the project. Both these objectives reflect what the goals were with the results, and also the initial aim of the research. To find a model that can measure impact and interview the project partners to contribute to the end evaluation of the SESAME project and to be part of the project with this thesis.

The main question of the research is: What are the people results, customer results and society results of SESAME on a regional level, according to the project managers? In order to answer the main question, the following four sub-questions are drawn up:

1: What is meant by evaluation, what are the different types and methods?
The question will be answered in paragraph 2.1, the first part of the theoretical framework.

2: What is the EFQM model and how will the results be measured?
This question will be answered in paragraph 2.2, the second part of the theoretical framework.

3: What are the results of the SESAME project, according to the project managers?
This question will be answered in chapter four, paragraph 4.1.

4: What are the similarities and differences between the partners?
This question will be answered in chapter four, paragraph 4.2.

1.5 Introduction research methods

This paragraph will provide a short introduction into the research methods. This research will consist of a part desk research and a part field research. The desk research will consist of the theoretical framework. The theoretical framework will consist of: the different types and methods of evaluation, the approach to measuring impact and the definition of perception. The field research will consist of interviews with the different partners of the project. The interview protocol was structured because information about a specific list of topics was required, so every partner was asked the same questions. After this the theoretical framework will be described, for more information about methodology, see Chapter 3.

1.6 Structure

After this introduction, the thesis will continue with chapter two, the theoretical framework. The theoretical framework consists of two parts, namely: part one is about evaluation and evaluation methods. This information is needed to provide information about the different types of evaluation and evaluation methods that can be used in this research and determine which are used in this research. The second part is the method that will be used in this research, this is the European Foundation for Quality Management Excellence Model (EFQM model), the model will be explained and also the different indicators that will be used. This results in the conceptual model. Chapter three is about methodology, which sources have been used and how have they been found? How are responsibility and validity taken into account? These are examples of questions that are answered in this chapter. Chapter Four will describe the results of the interviews will be described per interview and the results are being compared in paragraph 4.2. Chapter five will consist the conclusions and recommendations, the main question and sub questions will be answered in the conclusions and the recommendations will be made the foundation of the conclusions.

2. Theoretical framework

In this chapter, the theoretical framework will take shape. This theoretical framework will consist of evaluation methods because this research is a form of evaluation. Furthermore, the EFQM model and indicators will be described. This will lead to a conceptual model and interview protocol.

2.1 Evaluation

The next step is to describe the different types of evaluation and evaluation methods which can be distinguished.

2.1.1 Types of evaluation

There are three types of evaluation:

1. Ex-Ante Evaluation- This type of evaluation is used during the policy preparation. Ex-ante evaluation is used for the following reasons: to set goals for social issues, to compare different strategies for the organisation, to check the feasibility of the proposed policy or it could be an assessment of the proposed policy. This type of evaluation has two uses in the policy preparation process: first of all, to provide a framework for the policy preparation process. And, second of all it provides an independent assessment of the policy preparation and policy design (Ex ante evaluatie.).

2. Ex-Durante Evaluation- This type of evaluation takes place in the period in which the policy is implemented. Ex-Durante evaluation is used to gain insight into the implementation and to review if the implementation is going according to plan. Ex-Durante evaluation has three purposes: the first is monitoring the output (production) and outcome (results in the society) of the implementation. The second is monitoring the input, for example, the use of time and money. Third, and last, it can be useful to perform an Ex-Durante evaluation when the implementation slows down at certain points. The evaluation can give insight into if the implementation is slowed down and how that happened (Ex durante evaluatie.).

3. Ex-Post Evaluation- This type of evaluation takes place after the implementation and measures if the set goals are achieved and if the people that were involved did what they had to do (according to agreements/assignments). Furthermore, it explains why the set goals were or were not achieved and why the formulated strategy is or is not performed according to plans. This type of evaluation is used for two reasons: first of all to account for the results (what has been achieved with the money that's been spent). This evaluation also gives insight into the reasons why the implementation was successful or failed, this leads to the third point that it provides knowledge of implementation. This knowledge can be taken into account in the future (Ex-post evaluatie.).

2.1.2 Evaluation methods

In the previous section, information was given about types of evaluation. The methods that will be presented in this section, are providing information about how to perform the evaluation. Three types of evaluation will be described further. These are the types of evaluation that are also described in the sources that have been used during this research. There are more types of evaluation, but because they are not thoroughly described in the sources, they are not taken into account in this research.

1. Summary table methods;
2. Monetary methods;
3. Multi-criteria methods.

Summary table methods-
These methods are used to provide an overview of the effects per alternative. The columns in the table provide information over the alternatives (A1, A2 and so on), the rows give insight into the values of the different criteria per alternative (what is the effect of the alternative on the criteria). These values are conveyed in the unit that matches the criteria. This can be expressed in numbers (for example an amount of money), it can be expressed in pluses and minuses, or it can be put in ordinal/binary values. These tables are most frequently used for analytical purposes. For this reason, the method is known for its objectivity because the data is presented in a way that no value judgment has taken place. These tables are very useful, for comparing the different alternatives and what the consequences are for the different criteria (Haan, 2009).

Monetary methods-
The monetary methods can be divided into two different methods: the cost-effectiveness analysis and the several types of cost-benefit analysis. Both will be described below:

Cost- effectiveness analysis:
In a cost- effectiveness analysis costs are compared with the outcome of the different alternatives. This means that this analysis gives insight into which alternative generates the desired outcome and costs the less (least cost method). Or which effect can be achieved within the budget (constant cost method).

The application of this type of analysis leads to a ranking of the different alternatives but does not include a ranking based on profitability. This is not included because this type of analysis is used in projects where the revenue can not be expressed in financial assets. When performing the cost-effectiveness analysis, it is important that the distinguishable alternatives all strive (about) the same target.

A disadvantage of the cost- effectiveness analysis is that it has a more narrow perspective than other types of analysis: the expected outcome generated by the different alternatives is not for the society as a whole, but the purpose of this type of analysis is (as previously described) to find the alternative that generates the desired outcome. Another disadvantage is that if more policy goals are sought, it becomes harder to carry out the analysis. The reason for this is that in effect maximisation the desired outcome, for as much as possible, should be expressed in one aspect (for example money or acres of land) (Van der Heide, Bos, & Vreke, 2006).

Cost- benefit analysis:
The cost-benefit analysis is an economic method to gather information about the costs and the benefits of a certain policy alternative. The initial point is that customer preference is key for considerations in government policy. In this type of analysis, the different costs and benefits of the distinguishable alternatives are weighed against each other (costs on one side of the table, benefits on the other side of the table).

The analysis finishes with an overall cost-benefit balance, this balance is the difference between the expected costs and the expected benefits of the alternative. If the balance is negative, the alternative should not be taken into consideration, if the balance is (strongly) positive than it is the opposite. If the balance is equal, the project should be discussed further (if the company/organisation wants to proceed with the project). If the analysis is used to compare multiple regulations, then the benefit - cost ratio can be used. If the ratio is fewer than one, the costs outweigh the benefits and the project is not profitable(Van der Heide et al., 2006).

The CBA is the most frequently used method for evaluation, it is seen as a method for a scientific approach to policy and decision making. However, there are a few negative points that have to be taken into account. First of all the different criteria have to be must be expressed in an amount (acres, cubic meters of water for example), before it can be expressed in money. Another issue is that the result is, in part, determined by the discount rate. Where to set the discount rate (usually this is 4%), is a choice of political nature. This is part of a discussion (some say the rate is too high).

There are different types of CBA analysis, namely: the social CBA, the financial CBA and the key figures CBA. In a social CBA, the costs and benefits for the society as a whole are analysed. This analysis is based on expressing all the costs and benefits in one unit, money. The social CBA offers insight into the social-economic profitability of the different alternatives. The financial CBA gives insight into the costs and expenses and the balance between the two. This analysis consists of a cash flow where only the generated income and the generated expenses are taken into account. The key figures CBA is based on previous research reports/projects on the topic where the CBA is about (Van der Heide et al., 2006).

Multi-criteria methods-

The multi-criteria methods are often based on the summary table methods. There are a couple of different methods, these will be discussed separately below:

Scorecard:

The scorecard is a method to compare the different alternatives in a neutral way (an alternative is not preferable to another alternative, just the score on the selected criteria is higher or lower). The criteria that have been used in the previous analysis also must be used when filling out a scorecard. The intention of the scorecard is to provide an overview of how the alternatives score on the criteria and to make a contrast between the scores. Opposed to the previously discussed impact table, this method is more biased. The reason for this is that various actors all have different interests, this is why the scorecard is often filled out per actor.

This is why this method is less frequently applied by analysts, and more frequently by policymakers. For the interpretation of the scorecard, it is important to know that the alternative with the highest score, is often the best alternative (though some criteria weigh more than others). The execution process of the scorecard is as follows: first, choose the actor to produce the scorecard for, the second step is to take over the previously made impact table, the next step is to create a legend for the table and decide which criteria have a high or low value for the actor. The last step is to colour the table. Another disadvantage is that the scorecard does not show the precise differences, just the fact that there is a difference (Haan, 2009).

Simple Multi-Attribute Rating Technique (SMART):

This method is more advanced than the scorecard method. In this method you can prioritise the criteria, so one criterium has more influence than the other. How the criteria are prioritised, is the decision of the person who carries out the analysis. The values of the outcome are converted to scores between 1 and 10. The converted scores are assigned with a multiplication factor and thereby creating a ranking of the criteria. This technique also is based on the impact table. To perform this analysis, an extra column is added. In this column, the factor per criterium is presented. Then the scores between 0 and 1 are calculated, 0 for the lowest scoring alternative and 1 for the highest scoring alternative (Haan, 2009).

2.2 Rating achievements in the business process and the EFQM model

In the prior paragraphs, the different types of evaluation are described, in this paragraph, the main question is how the goals can be measured. *"A practical guide to measuring and managing impact"* of the European venture philanthropy association describes 5 steps for measuring impact (Hehenberger, Harling, & Scholten, 2013),(Adnan-Eertman, 2016). This research will be focussing on step 3, measuring results. In relation to the previous steps (setting objectives and analysing stakeholders), the objectives are the goals of the project and the stakeholders have been analysed. The steps that follow (verifying and valuing impact and monitoring and reporting) will take place in the official end evaluation that will send to Erasmus+.

Image 1: Managing impact according to the European Venture Philanthropy Association

The main focus of the research lays on step three because the results lead to impact and it is important to know the results of the project. How the results/achievements will be measured will be set out below:

The business process can be divided into two systems: production (to create the goods/services) and management (managing the production process). The management process can be subdivided further in planning (all activities that are necessary to draw up a plan) and control (the different departments are all well-coordinated). In non-profit organisations, the goals are often the result of a social issue. The goals are concrete resolutions or strategies to solve the issue the organisation is the answer to. But now the question remains, how to measure if the goals are actually obtained? In this system, the means (input) lead to operations (throughput) and these operations lead to goods/services (output) and the output leads to a certain effect (outcome). In this result measurement of SESAME, the focus is on the outcome of the system.

One of the models this can be measured with is the European Foundation for Quality Management Excellence Model (EFQM Excellence model). The EFQM Excellence model consists of three pillars, namely: Leadership, processes, products & services, and business results. There are two rows of three smaller blocks, these are the areas that need attention to achieve the three bigger pillars. Since this research will be focussing on results, only the orange highlighted part in the image below. This contains three segments: people's results, customer results and society results. Translated to this research the people are the people that work for the organisations that are involved in the project, the customers are the target group (the people that SESAME aimed at to reach/include) and the people that benefit from the project and the society results is the impact it had on the society (Groot, T.L.C.M., Helden,G.J.van, 2012).

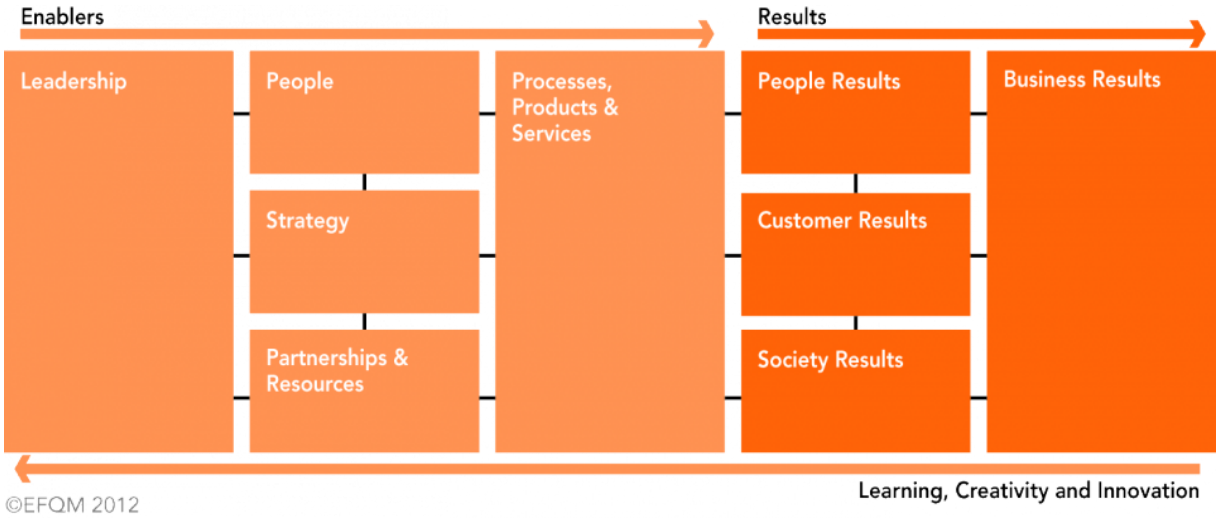


Image 2 EFQM Excellence Model

The next step is to find indicators to measure the results part of the EFQM Excellence model. In the research report "TQM and firms performance: An EFQM excellence model research-based survey" has the following indicators for these sections (Haan, 2009; Santos-Vijande & Alvarez-Gonzalez, 2007):

CLIENTS' RESULTS	
Improved satisfaction of our clients.	Custr1
Improved communication with our clients.	Custr2
A reduction in the number of customer complaints and grievances.	Custr3
Client consolidation, returning clients and loyal clients	Custr4
Improved client perception of the company.	Custr5
PEOPLE RESULTS	
Enhanced communication between employees	**Peoprs1**
Improved satisfaction of the employees	Peoprs2
Improved Absenteeism	*Peoprs3*
Less staff turnover	Peoprs4
Improved ability of staff to react to changing customer requirements.	Peoprs5
Improved ability of staff to inform and advise clients about products and services.	Peoprs6
Improved skills of employees.	Peoprs7
SOCIETY RESULTS	
Improved social image.	Socr1
Improved view of the company as a responsible member of the community that, when possible, creates employment, implements equal rights policies, concerns itself with accident and environmental damage protection, and encourages and sponsors activities that are beneficial to society as a whole.	Socr2

Image 3 : Indicators EFQM model

In the section Customer results the indicators satisfaction, communication and improved Customer perception (Custr 1,2 and 5) are chosen. In the section, people results are measured with the indicators inform and advise Customers about products & services and improved skills of employees (Peoprs 6 and 7). The last section is society results and this will be measured through the improved social image (Socr 1). These indicators are chosen because of the match with the goals that SESAME wished to achieve and in collaboration with the company supervisor of the internship.

When all of the previous chapters/paragraphs is combined, the following conceptual model takes shape, the conceptual model can be read as follows: the three columns present the three sections of the EFQM model (people results, customer results and society results), the three rows present the question order of the interview protocol (first was asked about involvement (numbers, type of involvement), after that about the goals they hoped to achieve and after that what they have achieved and how they experienced this).

	People results	Customer results	Society results
Involvement	Number of employees involved Type of involvement	Number of students participated in training Other types of involvement of participants	Business & governments involved Type of involvement
Aimed to achieve	Goals of partner.	Goals of partner.	Goals of partner.
Actual achievements	Actual achievements of partner How partner experienced the actual achievements.	Actual achievements of partner How partner experienced the actual achievements.	Actual achievements of partner How partner experienced the actual achievements.

The definitions of the different result sections are as follows:

People results: This section is about the employees of the involved organisations, what the results of the project are the employees of the partner organisations and employees of the organisations the partner aimed to include. This will be measured through improved skills and the information and advice given to the different customers.
Customer results: This section is about the results it had with the customers that used the products of the project (the target group of the project)[1]. This will be measured through the satisfaction of the program by the Customers and how the project was communicated and improved image.
Society results: This section is about the results the project had on society as a whole (improved social image and uptake of the subject of combined social entrepreneurship and mentoring) [2]. The improved social image is one of the biggest goals of the SESAME project.

This conceptual model will form the base for the structured interview protocol and will be filled out per partner in the results chapter. The interviews will be structured because the questions give insight into a very specific list of topics. The questions are formulated in such a way that the partners can answer them for their own situation, so not making the questions to close. This leaves room for the situation in the region, each region is different and has their own story and reason for joining the project. Also, the questions have been specified to matters regarding people results, customer results and society results.

[1] The young people who participate in the training/minor and who are stimulated to start their own social enterprise and become the rolemodels of the future.
[2] Society means: Industry (commercial clubs e.d.) and local/regional authorities.

2.3 Perception

This paragraph will contain information about perception. This information is added to this theoretical framework because the views of the respondents are perceptions of what they experience during the project. This needs to be taken into account and that is why it is important to define this term.

Perception is, according to the book "Psychologie en sociologie", a process where the observer selects, organises and interprets stimuli from their surroundings in order to create a meaningful image of reality. Some stimuli are very noticeable, those are the ones that will be selected by the observer. Furthermore the meaning that the observer gives to these stimuli can be very different, depending on, for example, the mood of the observer. One observer can also interpret stimuli differently than the other observer. To summarise, the observers themselves form a sort of filter to select the different stimuli out of all the stimuli that are being presented, the observer forms a meaningful whole of all these stimuli and at the same time interprets them (Wijsman, 2013).

The selection of the stimuli depends on: the stimuli (the limitations and possibilities of the human senses and, for example, the intensity, contrast and repetition of the stimuli), the observer (personality, learning curves, motivation, reference framework, expectations) and the surroundings (group, position in society). The organisation of the stimuli can broadly be divided into two groups: figure- background relation and the principles of grouping. The first (figure-background relation) means that sometimes certain stimuli are put forward and other are put behind. During the observing the background relations change, this can cause confusion during the observing. The other organisation are the principles of grouping, this can happen on equality, proximity, good progress and closeness. Interpretation means giving a certain meaning to the stimuli that have been perceived. Especially when perceiving people, interpretation plays an important role. A lot of factors contribute to how the stimuli are perceived (psychological factors, social-psychological factors and sociological factors) (Wijsman, 2013).

The last section will be about interpersonal perception. In this type of perception, the selection processes play a role. You notice people, because they stand out in their surroundings, for example. First impressions are easily made based on the age, clothing etcetera. When this first impression is positive, other positive qualities and characteristics will be earlier associated with this person, this is called the halo effect. When it is the other way around (the first impression is negative, negative qualities and characteristics are associated with this person, this is called the horn- effect. When perceiving people, these people become categorised (dividing people into categories, without paying attention to individual characteristics). This leads to stereotypes, based on previous experiences we divide people into groups, with the characteristics that belong to that group. The last subject is the fundamental attribution error. This means that when personal success is achieved, this is attributed to internal factors (certain characteristics of the person, for example) and when the endeavour is not successful, this is attributed to external factors. Where other persons are concerned, this is usually the other way round (success is attributed to external factors, failing is attributed to internal factors) (Wijsman, 2013).

Applied to this research, the subject interpersonal perception should be taken into account the most and then especially the fundamental attribution error, how the respondent explains the certain impact that was reached, is this because of the internal factors or external factors? Because the respondents personally perceived the impact in their region and in their own company. So, when reading this research thesis, this should be in the back of the minds of the reader (Wijsman, 2013).

2.4 Use during this research

In this paragraph, the information that is previously described will be applied to this research. The type of evaluation is an ex-post evaluation. It is this type of evaluation because this evaluation will be part of the end evaluation of the project (so after all the activities have taken place). In type of evaluation, it will be a summary table method, because this is because this isn't a monetary method (the research does not focus on matters regarding finance) and a multi-criteria method (because the results are not valued/the criteria are not weighed, each region is different and one is not better than the other) and this table provide an overview of the results per partner (which is the definition of a summary table).

3: Methodology

In this chapter, the methodology will be described. The chapter will consist of a closer look on methods (what type of research it is, types of subquestions etc.) literature (search terms, type of literature) and a reflection on reliability and validity.

3.1 research and literature

The research that will be conducted is an impact measurement of the SESAME project based on the EFQM model. The research will be conducted through desk research and field research. Desk research, for example, will provide information about the types of evaluation and evaluation method, for the sources that are used also see the reference list at the end of the report. The information that is being used for the desk research will lead to input for the conceptual model and interview protocol for the field research. The sources used are described below.

Websites: different websites have been used during this research, first of all, the website Beleidsevaluatie.info, a website on evaluating government policy. This website was used because it provided good information about the three different types of evaluation. The website Scribbr, a website with information about writing a thesis and research, mostly this was used because of the information about types of sub-questions. Furthermore, the different websites of the SESAME project, MentorProgramma Friesland and the project partners were used to acquire information about the SESAME project and about MentorProgramma Friesland and the other partners of the SESAME project.

Books: The books "Inleiding Technische Bestuurskunde" and "Financieel Management van non-profit organisaties", these books provide information about the different evaluation methods and how to measure the performance of an organisation. These books were chosen because they have been used before during the course of the education. The book "Psychologie en sociologie" to obtain information about perception to explain this in the theoretical framework, during Google search this book was found and it contained a very useful chapter about perception, that is why this book was chosen. The research literature that was used are the books "Onderzoek doen!" from Tom Fischer and Mark Julsing, "Basisboek kwalitatief onderzoek" from Ben Baarda and other writers and "Wat is onderzoek" by Nel Verhoeven.

Research reports: The research report "Analyseren en evalueren van beleidsmaatregelen met een effect op natuur en milieu", this is a research report from the Wageningen University and contains a very useful theoretical framework for evaluation methods, the cost-benefit analysis, and the cost-effectiveness analysis. That is also why this report was used, it was clearly described and contained a lot of information. The research report "TQM and firms performance: An EFQM excellence model research-based survey", written by Maria Leticia Santos-Vijande and Luis I. Alvarez-Gonzalez. This report contains very useful indicators for the research. This report was chosen because it contained the indicators that were the most applicable to the SESAME project. The thesis from Liset Adnan-Eertman, she was a student who did a similar research assignment during her internship, this leads to ”A practical guide to measuring and managing impact” from the European Venture Philanthropy Association and provided some information about the project and the different partners. This report was used because it was a similar research and the lessons learned could be taken into account during this research. The research report "enriching relation" was used to get information about the effects of mentoring and how many matches were made between mentor and mentees.

Personal communication: Several internal documents about the SESAME project, for example, the application forms in which the desired impact is described. Also a folder about MentorProgramma Friesland and presentations of the partners during the last SESAME meeting 15th and 16th of June in Leeuwarden.

These sources are found through different methods: the first method is that it was used during classes at school (the website beleidsevaluatie.info was used during the minor and all the books were used for different classes of the course which were about topics regarding research, evaluation or financial management). The second method is that the internship directors or other contacts (both at school and at MentorProgramma Friesland) talked about the source (the internal documents, thesis, website Scribbr). The third method is that it was found through Google search (the research reports), using the string "monetaire methoden AND multicriteria-analyse AND overzichtstabellen" and the indicators were found using the terms "efqm model AND indicators". The websites of the organisations were found through Google search the name of the partner or to go to the SESAME website to find the website of the partner.

The field research will consist of interviews with people who are involved with the program, so the project coordinators in that country. The first step in approaching people was to make a video message to introduce myself and let the people know that an invitation soon would be sent to them. This clip was shown during the SESAME meeting in Lithuania, that took place early March and the interview protocol is made. After that, the participants are approached to schedule the interview (the emails have been sent in April and sometimes reminders had to be sent), then the actual interview will take place (through Skype or in the cases of the Dutch partners, in person) and the transcript of the interview will be made, this was sent to the respondent for their approval. The last step is to process the information of the interviews and draw conclusions and recommendations from this. More information about the content of the interviews can be found in the following paragraph.

3.2 Type of research

The first distinction that can be made is between qualitative and quantitative research. Qualitative research is more in-depth (a lot of information about a few respondents) and quantitative research (number information/statistics, a lot of respondents). So this research is first of all qualitative instead of quantitative because the research will use a lot of information from a few respondents that have taken part that were the coordinators of the SESAME project in their organisation.

In qualitative research, there are a few methods that can be used to gather information. The methods that are most frequently used, are interviews, focus groups, observation and the case study. The method that will be used during this research, are interviews with the different people that are involved with the project (as previously mentioned, the project coordinators). The information that needs to be gathered with the interviews is information about the impact of the project on the different areas, namely people results, customer results and society results (the three segments of the EFQM model) this will be developed further in the conceptual model and the interview protocol (see Chapter 2, paragraph conceptual model), the different variables will be described and operationalized in indicators. These indicators are found in the research report "TQM and firms performance: An EFQM excellence model research-based survey". This research report was chosen because this report had the clearest set of indicators that were also applicable to this research. The other research that was found did not contain a clear list of indicators or were not applicable to this research (Fischer, Tom,,Julsing, Mark,, 2014).

The interviews are structured, in order to acquire information on a very specific list of topics (people results, customer results and society results. These are specified in indicators), that is the foundation for the questions. The interview will begin with a small introduction (about the research) and the respondent will be asked if the respondents object to recording the interview. The interview will begin with some easy questions (about the respondent/company), in the middle the more difficult questions (about the different fields and the different indicators) and at the end return to some easier questions (if they have anything else to add and if they have any questions for me etcetera) also in the end the respondent is asked if they would like to receive the thesis and the interview is concluded. The interview protocol was drawn up during the week of 24th of April.

Multiple people gave feedback to the protocol (students at the internship, the internship supervisors from the company and school). When the interview protocol was approved, the first interview was held on the 3rd of May and the last was on the 24th of May, for the Dutch partners this was personal and for the foreign partners, this was in a Skype meeting or Google Hangouts session.

The second distinction that can be made is between descriptive, explorative and assessment research. The goal of the descriptive research is to define the situation. The explorative research analyses the situation (the possible links between data) and assessment research is to assess a theory or assumption and to evaluate a policy/actions. This research will be a combination of descriptive and assessment research. The research is descriptive because it will describe the pre-established impact and part of the definition of descriptive research is to define the situation, also in the interviews, the situation after the project (the outcomes) are being described. The research is an assessment research because the research evaluates the SESAME program and evaluated the different outcomes that the partners of the project mentioned in their interview (Fischer, Tom,,Julsing, Mark,, 2014).

3.3 Subquestions

Both desk- and field research will be used, below there is a description of the research methods per subquestion:

1: What is meant by evaluation, what are the different types and methods?
In this question evaluation and evaluation methods will be defined. This is the defining question, according to the website Scribbr this is the type of question that gives "the bigger picture". This means that the policy or the subject of the research are placed in a greater whole: in this case, types of evaluation or evaluation methods/performance measurement. The website beleidsevaluatie.info, the books "inleiding technische bestuurskunde" and "financieel management van non-profit organisaties", the research report from Wageningen University and the thesis will be used for answering this subquestion. This question will be answered in chapter three, the first part of the theoretical framework and will be used to provide information about the different types of evaluation and evaluation methods that can be used and determines what kind of methods and type are applied during this research.

2: What is the EFQM model and how will the results be measured?
This is the evaluating/normative question. Because the research is further specified in this question. First of all the EFQM model is described and why the different indicators are chosen to be a part of the result measurement. This is the reason that this is the normative question (how it will be measured and the value is determined). The literature that will be used is the book "financieel management van non-profit organisaties", and the different research reports that provide information about indicators and measuring results (the guide of the European Venture Philanthropy Association etc.). This question will be answered in chapter three, the purpose of this question is to explain how the EFQM model works and the indicators this will be measured with. This is the foundation of the conceptual model.

3: What are the results of the SESAME project?
This is the descriptive question, the results of the SESAME project per partner will be described here. This question will provide an overview of the results of the interviews and the conceptual model will be filled out per interview/partner. According to the Scribbr website, this is the definition of a descriptive question. The interviews with the partner will be used to answer the question, in the appendix, the different documents can be found regarding the interviews (the protocol, the list of respondents and the invitation e-mail that was sent to each partner). This question will be answered in chapter four, per paragraph the results per partner will be presented (one paragraph per partner). The paragraph consists of a description of the company of the partner. After that, the results of the interview will be described and as a conclusion, the conceptual model will be filled out with the summary of the results.

4: What are the similarities and differences between the different regions?
This is the explanatory question. Explanatory because links between the in the previous question described data are made. The information from the interviews and the previous questions will be used to answer this question. This question will be answered in chapter four and five, the conclusions. The questions will be answered in the conclusions, in the conclusion of chapter four this question will be answered as well.

3.4 Reliability and validity

In this paragraph, reliability and validity will be taken into account. The research literature is used here to describe reliability and validity in relation to my research.

The reliability has two sides: the reliability of the thesis (sample, the data et cetera) and the reliability of the literature that is used. When the literature was selected: authority, objectivity, topicality, and thoroughness have been taken into account. Furthermore, the URL is very important (.gov, .edu), all of this leads to reliable and topical sources. The reliability can be influenced by the researcher (during the data collection the researcher can perseive different things), the datacollection method (the situation in which the data is collected) and the situation of the research (is what is found in one situation also applicable to the broad group?) (Baarda, Ben, Bakker, Esther., Fischer, Tom,, Julsing, Mark,, Goede, M.P.M. de, Peters, Vincent, Velden,Th.M.H.van der., 2016).

Reliability or trustworthiness has as foundation that another researcher should be able to repeat the research and find the same conclusions with the same methods in the same situation. According to the book "basisboek kwalitatief onderzoek" from Ben Baarda, this replecation requirement is harder to achieve with qualitative research (which this thesis is), because the situation often varies between the different researches. However, the procedure and conclusions of the research have to be transparent (the research sources and the steps of the research), in this research that is done in this chapter and the previous chapter. The use of recording devices can also contribute to the transparency of the findings, this also has been done with all the interviews that took place and after this the recording has been typed out in transcripts with every sound and sigh in it. So the research might not always be reliable, because as mentioned and explained in the last research the respondent has perceived the situation but the research is accountable for every step of the process.

In the book "wat is onderzoek" by Nel Verhoeven a list of reliability requirements has been incorporated (only the requirements that apply to qualitative and to both types of research are used). The first is standardisation, this means that all the respondents are asked the same questions and this has been done during this research (a structured interviewprotocol was used and all the respondents have been asked the same questions in the same order). The second point is peer feedback, this also has been done during this research with other students. The third point has been covered a little already, the steps and choices during the research have to be accounted for and that has been done in this research (each step in measuring impact and the sources have been accounted for). Next is the inter-rater reliability, this is not high in this research, because only one person conducted the interviews (Verhoeven, 2016).

The other one is triangulation, using multiple sources to build up the research method. In this research this has been done by using multiple research books and using multiple sources to build up the conceptual model. Iteration is the last one and this is about the repeating of data collection, but because also the methods of the other student vary slightly from the methods that are used in this research, iteration is not high in this research.

Validity has three forms: internal, construct and external. The question with internal validity is that there is no other explanation for the link that is found between data. This could be because of a third variable, an event that takes place during the research period, the sample selection, drop-outs of the sample or ambiguity. Internal validity usually plays a role in quantitative research, because they are looking for a causal relationships (if A happens, B happens). This is about the selection of the respondents (they are all project managers of the SESAME project), maturation (because it is the end of the project, there are no changes in the project, everyone is busy with the end of the project and the results have not influenced this, because the project already took place), history, instrumentation (this has been the same for all the respondents), drop-outs (no respondent has dropped out in the research) and the people knew that they were participating in a research about their project, this might have influenced their answers, that is why a paragraph about perception has been added and the sub questions have been adapted to reflect this.

Construct validity is that what is measured during the research actually is what the researchers wished to measure, operationalization, hypothesis, and research expectations are affairs that play part in construct validity. This research tried to operationalise "people results", "customer results" and "society results" with the indicators that have been chosen from a list used in a previous research. These indicators had to be applicable to the SESAME project and the goals of the SESAME project, that is why this list from this research has been chosen. The interview has also been peer reviewed and was drawn up in constant consultation with the supervisors from the school and the MentorProgramma. But a lot of the indicators are subjective indicators (knowledge, skills, improved image etc.), so this does not contribute to the reliability of the findings.

External validity or population validity is if the results in the sample are applicable for the population. Usually this plays a larger role in quantative research. (Fischer, Tom,,Julsing, Mark,, 2014). The poplulation is project coordinators for the SESAME project and interviews have taken place with at least one project coordinator from every partner and in general they gave the same answers to the same standardised questions.

According to the book "basisboek kwalitatief onderzoek" there are multiple ways to improve on the validity of a research. Triangulation has been named already, another way to improve validity is to write down any possible prejudices that the researcher has, for this researach that has not been done. Another way is to spend a lot of time in the reserach situation, since this was combined with a full-time internship that took place from February until July, the reseracher has spend a lot of time in the organisation that leads the project. The third option is to do a lot of documentation, the researcher has kept a logbook for the day-to-day activities and also the interviews have been recorded and transcripted and send to the interviewee for approval. Another way is to leave away interpretations of a situation, that is why the interviews were recorded and transcripted with each sound and sigh to fully report the entire interview. The last one that is described is to get feedback from colleagues and member checking. During this reserach that took place in the multiple research cafés that have been organised. Also to send the interviewtranscripts not only to the interviewee, but also to the company supervisor for her to read along and also she gave feedback multiple times during the research process. For example at the theoretical framework, the interviewprotocol, at the invitation e-mail for the interviews and the thesis (Baarda, Ben, Bakker, Esther., Fischer, Tom,, Julsing, Mark,, Goede, M.P.M. de, Peters, Vincent, Velden,Th.M.H.van der., 2016).

3.5 Limitations of the research

A few remarks have to be made about the limitations of this research and interviews. First of all that the research is not fully factual, it is based on the perceptions of the project managers. What perception is, has been explained thoroughly in paragraph 2.3. This also has been taken into account in the main question and sub question three, in the phrase "according to the project managers". This phrase has been added, because it makes clear that the results are based on the perceptions of the project managers.

Another limitation is the small group of people that have been interviewed, there are only seven interviews and of course, more interviews would have contributed to the reliability of the findings. Unfortunately, there was only time to interview the people that have been interviewed. A way that this has been limited is to also take the presentations of the partners into account. During the last SESAME meeting (15th and 16th of June in Leeuwarden) all the partners did give presentations about their activities during the last months and this is about the results of the SESAME project. Therefore these presentations have been taken into account with the results chapter and together they provide a broad picture of the results from the SESAME project.

4: Results of the impact measurement

Chapter four is the results chapter of this thesis. First, the results of the interviews will be described and the second part is about the similarities and differences between the partners.

4.1 The interviews

In this paragraph, the results of the interview will be described. The table can be read as follows: the first row is about the involvement, the second row is about what the partner aimed to achieve and the third row is what they have achieved. The table does not contain any information about the partner or interviewee. More information about this can be found in Appendix 2, the respondent list. The tables will be presented in the interview order (the first interview is table one, the second interview is table two etcetera).

Table 1, respondent 1: Tomas Vilsinskas.

	People results	Customer results	Society results
Involvement	There were 4 people involved in the school and including the mentors/other people from outside the school that were involved, it is about eight to ten. They also involved a job centre, which was involved because of a partnership (disseminating, one employee came to the project meeting in Birmingham) and to find mentors. There were three people involved.	In the first round (January-June 2016), 28 students participated in the training and 22 in mentoring, in the second round 26 students in training and 23 in mentoring. At the end the mentors and students also received certificates for participating in the training or mentoring.	Other involved organisations are business organisations, the ministry of education and other VET schools. The partnership was based on exchanging information, participation in events and a visit to the business organisation.
Aimed to achieve	The employees of the school now know what social entrepreneurship is and they met new people and new organisations. They hoped to disseminate the results of the training and project to the employees of the job centre.	The students had a chance to visit companies, to learn about social enterprise (what is it, what it isn't) and mentoring.	Their aim was to inform the stakeholders about the project and let the course register at the ministry of education. The teacher made a course and send it to the ministry, the course will take one year (69 hrs) and consists of a theoretical part and mentoring.
Actual achievements	For the long-term one of the teachers is now the teacher social entrepreneurship, further, they have shorter term goals and this is about improved knowledge and new contacts. They expected this growth. They have disseminated the results of the training with the jobcentre, but they expected to have more (but because of the distance between Vilnius and Kaunas this was not able).	It is expected that some students might choose to become businessmen or businesswoman, but this is very difficult in Lithuania. This is because of government regulations and Lithuania is not yet developed enough for social enterprise. Furthermore, you need good contacts with the municipalities to start an enterprise. In the eighth multiplier event the mentors also got to share what they did, for example: help people with their own life experience, that it is ok to make mistakes and that great things start from small ones.	They can use the results of the project (dissemination), information was sent and the course was registered by the ministry, they approve the program and let the school train students in the subject social enterprise. They expected this, also because it was a small project, the goals were easily achieved. If you want bigger goals, you need more finances. They also opened a one-stop shop in the school's library.

Table 2, respondent 2: Double interview with Mariona Ayxela and Júlia Vilasis

	People results	Customer results	Society results
Involvement	In the organisation, four people and two interns were involved (one intern was Júlia herself). They involved two schools (VET colleges and university of applied sciences). At the school's four teachers and one counsellor were involved. The schools participated in events, talking to teachers, networking opportunities (with mentors, enterprises but also on European level they hope to participate in more projects)	The number of students that participated in the training social enterprise is thirteen in both pilots and five or six students participated in mentoring.	The organisations involved were the mentor enterprises, Escola Pia de Catalunya, the city of Mataró/techno campus. They contributed mentors to the project. The stakeholders also helped with events and giving them information about social enterprise and mentoring.
Aimed to achieve	For the employees of the organisation, they hoped it would bring European experience, expertise with mentoring, increased contact with the schools, speaking English, new ideas for other European opportunities/other projects.	They hoped the project would bring the students some energy to start something, and because of the mentoring, they were stimulated to do something, to change something in their lives.	They hoped the project would bring network and enrichment of intellectual outputs to the stakeholders.
Actual achievements	They increased contact with the schools, they can also work now in a different setting (other than SESAME, this is also good for the other work they do with Servei Solidari). What they hoped is also what they achieved, apart from that they didn't imagine that the relation with the schools would improve. They hoped the project would bring it, and it did (it was not the aim, but it became a good output). The employees of the school's achieved more knowledge about social enterprise, doing a transnational subject and the experience of mentoring (seeing how this benefits the students) Most of all an opportunity to do something new and because of very motivated persons, it worked well. They also tried another school, but that didn't work as well.	The mentoring was the strongest impact. The other part opened their mind about enterprise and helping society. The long-term impact is difficult to know because they are still young students (sixteen, seventeen years old). They expected more enthusiasm, but they didn’t think they would work with the younger students. They want to continue with the mentoring, this would be open for all students. The mentoring happened one on one. They often met with the mentors in the schools. The mentors/mentees were also very direct about their experiences. The students from the second pilot also had to present their ideas to the students from the first pilot.	For the long- term is achieved that longer lasting partnerships have been building, perhaps they will work together in another European project. They didn't expect that they would have presented the next project before this project was finished, this was positive.

Table 3, respondent 3: Erna van der Werff

	People results	Customer results	Society results
Involvement	There were six people involved, so everyone at Business Development Friesland. They cooperated with the regional VET colleges (Friese Poort, Friesland College and Nordwin College) and all three VET colleges are working with social enterprise because of SESAME. At the schools, ten teachers were involved.	The Inqubator received two groups of forty for the entrepreneurship sessions at Inqubator.	The organisations involved were the city of Leeuwarden and they involved each other because the Business Development Friesland is involved, they involved Inqubator. The municipality was more indirectly involved, also because of funding and because of the importance of mienskip.
Aimed to achieve	The most important goal was to create awareness, also because of the start-ups at the Inqubator value it. For the European part of Business Development Friesland, it was a change that they are now more active in the region, instead of in Europe. The project was a joint effort with MentorProgramma Friesland, but students also come to the Inqubator to follow entrepreneurship classes and find ways to incorporate social entrepreneurship in that.	To influence students a little with the sessions about social enterprise. This consists of the game Random Request.	At the activities organised at Inqubator, they really tried to incorporate social enterprises. It is the same as the other groups, raising awareness.
Actual achievements	They have created more knowledge and are able to transfer it to the start-ups at Inqubator. The gained knowledge and the network are the long-term impacts. The changes for the long-term were positive and they have improved cooperation with the MentorProgramma and social enterprises in the region, this is not only due to SESAME. The teachers gained more knowledge about the subject, this had to be defined in the discussions with the partners. The impact was not expected, Friese Poort and Friesland College incorporated social enterprise in their educational program, they made it sustainable.	They achieved with the students that they changed their company idea (which they made before the sessions) to make it more social (30% did, according to the teacher who talked to the respondent), this was not expected. What is further achieved with the students, is not sure, but perhaps a more entrepreneurial mindset, which is also the goal of the Inqubator in general.	Because of the visits to other countries, they learned a lot and gave a perspective on the different situations. At Inqubator and Business Development Friesland, it became part of their day-to-day activities (for example in inviting speakers and letting them know they are interested in social enterprise and find a link in the activities they do).

Table 4, respondent 4, Szilvia Simon

	People results	Customer results	Society results
Involvement	Everyone at MentorProgramma Friesland was involved (the European Center, Present Promotions and mentoring activities). The educational organisations involved were Friese Poort, Friesland College and Nordwin College. At the schools, there were twenty people with a deeper involvement in the program and there were eighty people who attended one or two events. The schools were involved in most cases through the students, the students told the story of social enterprise and got the teachers enthusiastic. The second phase was to place it in a context through the stories of social entrepreneurs, connecting them to Europe and organising events/inviting them to events.	Last year there were two groups, one group was about twelve to fourteen students and the other group was six to eight students. One group was led by two teachers and one was a student-led group. This year the pilot is running in one group of about twenty students. There are also classes at Friesland College that are embedded in the education system and the classes are inspired by the SESAME project.	The organisations included were the municipalities, the provincial government, business networks (Rotary clubs, commercial clubs). They also wished to give them the chance to hear stories from social enterprises, co-create in events, ask for opinions, time, solutions and network (getting the chance to talk to high government officials (wethouder and gedeputeerde)). They first invited everyone they knew and then spread the word to other employees, this worked well with the governments. The business clubs had a little trouble understanding the topic, in the beginning, part due to the traditional take on enterprising that they have.
Aimed to achieve	The goals were: more understanding about social enterprising, learning about it and about what the region has to offer, and learning how to inspire young people and colleagues to do more with it.	The main goal for the students was to start thinking social entrepreneurial, this means that they understand social entrepreneurship and apply it to their own lives.	The respondent hoped to achieve that a network is created, new collaborations and new relations. With the governments, they also aimed to achieve more awareness, understanding so chances can be given to entrepreneurs in the region.
Actual achievements	What changed for the long-term is that there are openness and curiosity towards the topic, developing a sense of what social entrepreneurship means and what it means for the region is important and what the respondent has learned throughout the project. The project managed to introduce the topic of social enterprise and embed it into their educational program, they hoped that the project would manage that but they didn't think it would work on such a large scale, also the timing or the project was right.	It is very difficult to know the long-term impact of the students, but they know that social entrepreneurialism exists and they perhaps are going to do more with it, but this is more short-term. Also for students, it was important to get the right mindset and this was better in the second year than in the first year.	The respondent sees that more and more businesses and entrepreneurs start to be more active with the topic and this is a movement that is not going to stop, this is not only due to SESAME. The topic is also linked to the legacy of Cultural Capital 2018. The results are much larger that the respondent thought in the beginning, also due to the enthusiasm of the students. Furthermore, there are also the one-stop shops, creating a place where the students and businesses or government can meet, this gave an impulse to the SESAME goals.

Table 5, respondent 5, Duncan Chamberlain

	People results	Customer results	Society results
Involvement	There have been five people involved in the SESAME project. They worked together with the King Edward VI Five Ways school and the students were the mentors and teachers in the project. During the SESAME project, they included about forty young people that were employees at the school.	There were about 140 to 150 people involved in the pilots. They've had a weekly lesson from the students and they enjoyed it very much.	The organisations involved were UK Department for Education, UK education endowment fund, local politicians, Diana Award, Global Leaders Program, an organisation who works with refugees in London. They have all visited the SESAME project to provide an exchange of learning, giving feedback to make the SESAME project stronger and taking some SESAME lessons back to their own organisation.
Aimed to achieve	There were two goals, the first was about the SESAME project specifically. Through the project, the employees could learn about linking coaching and mentoring to social entrepreneurialism. This will help their professional development and give ideas to improve the work they do with Bridging to the Future. About European projects, in general, the employees learn about working together with different people and about different cultures.	The goal for the students was to increase their employability, confidence, more responsibility for their communities and they have learned those things.	It has also impacted local communities, for example through the events that have been organised (a social party for the elderly, the Saturday morning masterclasses) and gave the young people opportunities to learn how to prepare for the meetings, host stakeholders for lunch etcetera.
Actual achievements	The employees gained an understanding of mentoring and how to apply mentoring in their own work. They have learned to apply the SESAME methodology to different groups (to use the methodology alongside their own program) and work together with different organisations. The students have more confidence, have experiences and developed skills (for example project planning, communication, lesson planning and more) that is helpful for their future. SESAME has a very high sustainability because the older students teach the younger students to take over. They didn't really know what to expect but the benefits have been positive and the project has proven to be very practical and adaptable.	They learned about mentoring and coaching and a range of important skills for the workplace (For instance to time manage, communication). Furthermore, they learned to pass on an organisation to the next generation. At the beginning of the project, they hoped that it would happen and the feedback of the people is very strong about the project and about the gains they have experienced.	The stakeholders were really interested in the project and they had no trouble engaging with them. The stakeholders might be adopting (parts of) SESAME and bring it to their own organisation and they have shown these organisations that young people can be leaders and trusted with such a project. They didn't expect these long- term changes, and because they weren't expecting much, the outcomes have exceeded their expectations.

Table 6, respondent 6, Pirkko Lakkonen

	People results	Customer results	Society results
Involvement	About ten people were involved with SESAME, but everyone knew about SESAME. The other organisation they were trying to involve were young enterprises, who are also students from adult education. These were about fifty or sixty students. They have been disseminating the results in meetings and also involved exchange students and exchange teachers.	The broader number of students involved was about five hundred students and a less broad number is a hundred students. Because they first had an obligatory course and after that, the students could choose to follow more courses.	There were seven Rotary clubs in the Lahti area involved and the companies they already are working with were involved as well. They hoped they could contribute stories about what the enterprises do as a social business. The teachers and students would visit these companies and let the companies talk about what they are doing.
Aimed to achieve	The respondent hoped it would bring more understanding about social enterprising and for the teachers to make it concrete for the students and something new for the teaching methods.	The students gained more knowledge about social enterprising. The students are about fifteen to twenty and it is good for them to understand enterprising, even though they are not going to be entrepreneurs themselves.	They hoped that the students would get more knowledge about for example the environment (recycling).
Actual achievements	Because of SESAME the employees are working together more and know more about each other's work and also planning more. The respondent did expect this and finds the result very positive. For the long-term, they have found more tutors for the students and the Rotary clubs know more about what they are doing. They didn't have lots of expectations because it takes long to build up relationships with the businesses and that is still going on.	For the long-term, they have received knowledge and also to see for themselves if they are interested in social enterprising. The changes for the long-term were expected and it happened together with their curriculum changes in Finland, so they are going to keep offering the course as well. reaching more difficult groups of students to work with enterprise (for example students with a technical background). They also want to mix- up the students more, to get more innovative ideas.	The Rotary clubs didn't go very well, because of time management (the school didn't have the time or the Rotary clubs didn't have time). For the long-term, it is difficult to know, but for the shorter- term, more knowledge about social enterprise abroad, more interest in the topic and perhaps the students eventually will start their own enterprise.

Table seven, respondent seven, Ömer Yigit.

	People results	Customer results	Society results
Involvement	Almost six or seven employees have been involved in SESAME from the beginning of the project. They wished to involve Vocational High Schools with different departments (for example mechanics or food) There were two people responsible per school. They were at least in contact once a month to talk about the SESAME project, to measure the impact.	A hundred eighty students have been involved and also in a way that for example food students were allowed to serve food at one of the meetings and incorporate social entrepreneurship in that.	They included associations like the women's association and the Bursa Chamber of Commerce. They provided training or speeches about mentoring
Aimed to achieve	The employees are having a better idea of entrepreneurship and also because of visiting abroad they have seen some nice examples of entrepreneurship and learning about the idea to combine industries and schools. The schools are having a better understanding of entrepreneurship and the students have more confidence or more ambition about entrepreneurship.	The students are more aware of entrepreneurship and have never thought they might be starting their own business at the age of sixteen or seventeen (they think we are students, we are supposed to go to school)	A better understanding about mentoring, the speeches/training provided more professional, real-life examples.
Actual achievements	They didn't achieve as much as they hoped because they had to slow down all international activities because of the military coup in Turkey. But all employees achieved more knowledge and more skills. They are also going to host a multiplier event to share the outcomes of the SESAME project. During this event they shared the outcomes and tools of the SESAME project, the teachers were very enthusiastic about this and they can download it from the Bursa MEM website. The online tool and the training manual are very valuable outcomes for the organisation. they have improved in the field of entrepreneurship and it encourages business ideas. Most of the outcome has been very positive because they were trying to do something nice. The only negative results were that mentors would sometimes complain about the time it took.	The students have been really inspired by the stories of the entrepreneurs and that the businessman was also a student once, this makes them more eager to start a business. The results were expected and positive.	They told the stakeholders that they participated in the project and everybody was eager to participate because they are a public body. They were satisfied with the way they have been included and they really liked the idea of helping the children towards a better future. Hopefully, this will be long-term and this will be very positive.

4.2 similarities and differences between the partners

In this paragraph, the similarities and differences between the partners will be presented per section. People results, customer results and society results will be set out separately below and the similarities and differences will be presented as well.

People results

The first point that will be covered is the number of employees. In their own organisation that was in most cases between four and six. In Finland this it ten (but everyone knew about it) and at MentorProgramma Friesland everyone was involved. At the educational organisations, the number varies between ten and a hundred. The similarities are first of all that the partners aimed at achieving more knowledge for the people they work with and for the employees of the organisation they cooperated with. The difference is that for some partners this was more about mentoring, seeing what mentoring means for the students and more knowledge about coaching. And for some partners, it was more about social entrepreneurship, this was about gaining experience with social enterprise, developing a sense of what it means or what it contains. Also, the partners wanted to transfer this knowledge to the students or in the case of Inqubator, to the start-ups. The partners also hoped that they would bring something new to the teaching methods (this has been specifically mentioned by MentorProgramma Friesland, Salpaus and Lithuania) and to embed it in the educational program, also in the UK the SESAME project is sustainable because the older students teach the younger students to take over. Furthermore, there are also the networking opportunities, this was also very important to the partners, these networking opportunities are valuable because it offers a chance to see what is going on in other countries and/or to make a foundation for future cooperation. This was the similarity between the partners, the difference is that for some of the partners these networking opportunities are on a European level, this European experience consists of learning about other countries, how they experience social enterprise or learning about the culture of other countries in general. For other partners the networking was more on the regional level, for example, Inqubator wanted to expand the relation with MentorProgramma Friesland and the Kaunas school cooperated with the job centre.

The situation that has been described above, was what they hoped the project would bring. The outcome was that the employees also did gain the knowledge and skills and through the various events (these are either multiplier events or dissemination meetings, for example) created networking opportunities. A lot of schools embedded social entrepreneurship in their educational program, this is the training of the project or inspired by the SESAME project. Some of the outcomes have been unexpected because they had no idea what the project would exactly bring. To quote one partner “It is a pilot, and sometimes pilots fail”, that sums up this sentiment perfectly. Some outcomes have been expected, they expected the result that they achieved. To quote another partner “We hope the project would bring it and it brought it”. Some of the outcomes have been positive, this means that it has exceeded the expectations of the partner. An example of this is the benefits for the students that followed the training. They gained skills and knowledge that they will take with them (all the partners). Some of the outcomes have been negative, this means that the expectations of the partner weren’t met. An example of this is mentors complaining about the time it took (Turkey) or the project working better in one school than the other because of the person that is in charge of the project at the school (Spain).

Customer results

About the customer results, the partners painted a similar picture. First of all the numbers of students participating is very different, from about ten to five hundred. They wanted the students to gain more knowledge, about entrepreneurship in general and about social entrepreneurship specifically, this means that they know it exists. An example of this is the lesson given at Inqubator, which really influenced the students. And the training at the schools and skills about entrepreneurship, this is how they gained the knowledge and skills. Of the skills that the students gained "increased confidence" was most mentioned an example of this is that the students in the UK gained confidence because of their leadership. The intention of the project was not always to create more entrepreneurs, but to get the students to think social entrepreneurial. So, to stimulate a mindset, most mentioned in the interviews was that the students started to realise that they could start their own company and were inspired by the stories of the entrepreneurs. As also mentioned by people results, some schools are going to keep on offering the course after the project is concluded, this was specifically mentioned by Salpaus, Kaunas, the schools of MentorProgramma Friesland/Inqubator and at KEFW, so sustainability has been created. The respondents often pointed out that the students really enjoyed the training and the project, but the long-term outcomes are often hard to predict. The reason for this is that they are going to decide if they are going to do something with it in the future, this is part because of their age. In most cases, they are still young and it will take a few years before they might set up their own enterprise. But for the shorter term, they have received the before mentioned knowledge, knowing it exists, active participation in the field of the topic. And the mentioned skills, this is the increased self-confidence to maybe set up their own business.

Society results

All the partners involved different kind of stakeholders from the field of business and government, These stakeholders vary from business networks, or example Rotary clubs or Chamber of Commerce. Or municipalities, for example, the city of Leeuwarden or the city of Mataró, or provinces, or other governments, the ministry or department of education. The involvement of these stakeholders was in most, if not all, the cases to inviting these stakeholders to the events, for example, the multiplier events or dissemination meetings, to share the outcomes of the project with these stakeholders and create awareness for the topic, for example, this happened in the Netherlands when they got the chance to talk to high government officials. Also, these stakeholders sometimes helped with the organisation of SESAME events. The partners also aimed at involving these stakeholders, because the partners hoped that they could learn from the stakeholders and the stakeholders could learn from the SESAME project. This learning happens through an exchange of views on the different topics, mentoring and social enterprise. Also, the stakeholders shared stories about entrepreneurship with the teachers/students/employees. The partners wished to create a network with the stakeholders, a foundation for future partnerships. This is mostly what they achieved. For example, in Spain, a new project has been presented with the City of Mataró and in the UK some parts of SESAME have been adopted by the organisations. Most of the outcome was positive, the only matters that proved a bit difficult were in the cooperation with the Rotary clubs in Finland and the Netherlands. in the Netherlands at the beginning, they did not immediately pick up what it is about and in Finland, there have been time issues in the cooperation. Further, they had no trouble engaging with the stakeholders, the project wanted to achieve something good and a lot of the stakeholders found this very good and have liked to contribute.

5. Conclusions and recommendations

In this chapter, the conclusions will be drawn and recommendations will be made. In the conclusion, the sub-questions and main question will be answered and on the base of the conclusions, the recommendations will be made.

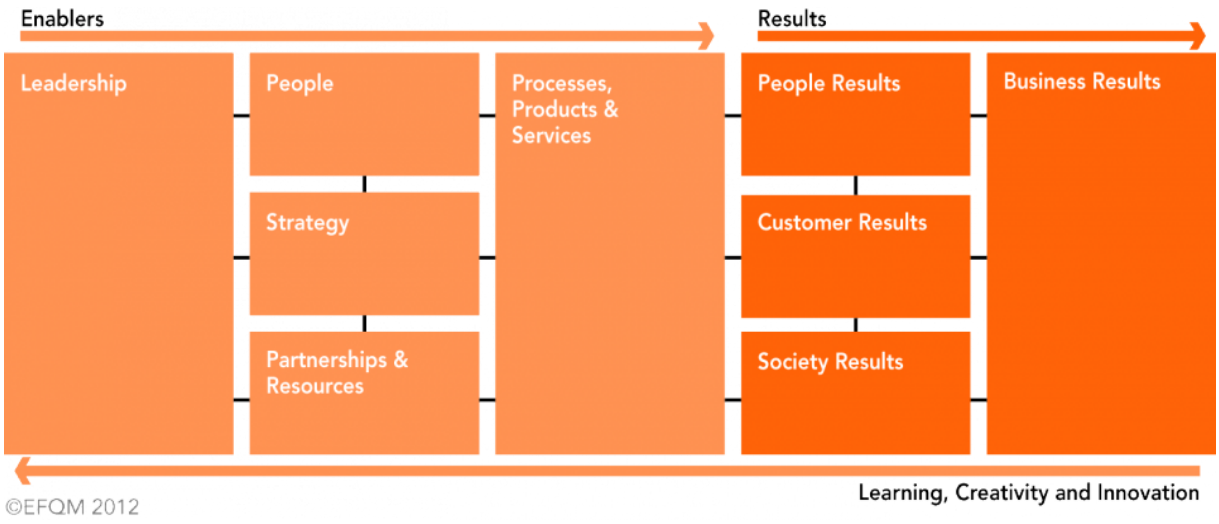
5.1 Conclusions

First, the sub-questions will be answered and then the main question will be answered.

1: What is meant by evaluation, what are the different types and methods?
There are three different types of evaluation: Ex-Ante, then the evaluate takes place prior to the project, Ex-Durante, this means that the evaluation takes place during the project and Ex-post, this means the evaluation takes place after the project took place. This means that this research is an ex-post evaluation.

There are three different types of methods: summary table methods, monetary methods and multi-criteria methods. Summary table methods are used to provide an overview of the effects per alternative. The columns in the table provide information over the alternatives (A1, A2 and so on), the rows give insight into the values of the different criteria per alternative (what is the effect of the alternative on the criteria). Monetary methods are financial methods, there are two types of analysis, the CBA and CEA. The methods are meant to give insight into the relation between the costs and the benefits or effectiveness of the alternatives that are being presented. The multi-criteria methods are for example the Scorecard method or the SMART method, these are the summary table methods but the weight is added to the different variables (one is more important than the other). This makes my conceptual model a summary table method because this research is not about performing a financial analysis and not adding weight to my criteria (I am just providing an overview).

2: What is the EFQM model and how will the results be measured?
This question is a key part of how the impact is measured. This thesis will measure the results of the SESAME project (this is step three in the model of the European Venture Philanthropy Asssociation). The results will be measured with the EFQM model and this consists of three pillars. The results part is most important and this consists of people results, customer results and society results. In the case of the SESAME project, people results are the employees of the partner organisation and the organisation the partner wished to involve, customer results are the results of the students who follow the training and society results are the results of the business partners or governments involved.



Figuur 5.1 EFQM model

The people results, customer results and society results are measured with different indicators and this results in the following conceptual model:

	People results	Customer results	Society results
Involvement	Number of employees involved Type of involvement	Number of students participated in training Other types of involvement of participants	Business & governments involved Type of involvement
Aimed to achieve	Goals of partner.	Goals of partner.	Goals of partner.
Actual achievements	Actual achievements of partner How partner experienced the actual achievements.	Actual achievements of partner How partner experienced the actual achievements	Actual achievements of partner How partner experienced the actual achievements

3: What are the results of the SESAME project, according to the project managers?
The results are mainly in the field of knowledge and network. More knowledge for the employees of the organisations, students who took the training or who are otherwise involved and knowledge for the businesses/governments involved about the subject of social enterprising and mentoring. This knowledge was obtained and was shared during, for example, the multiplier events. This was one of the experiences they gained because of the project and also inspired them to do more with it. Ultimately this also lead to some of the school incorporating it into their education program.

The network expanded because of the events and was also an important goal for most partners. To create a network of future partnerships or create a network to carry out the project. In this network, they could share the results, find inspiring real-life stories for the student or teachers or find people who wished to help organise the events, think along about the intellectual outputs of the project. All of this leads to more awareness and this is one of the big goals of the SESAME project. A lot of stakeholders were excited to participate in the project because the project aimed at achieving something good. Also, everyone was included through the same channels: invitations to events related to SESAME or social enterprise, asking for advice or time or to open doors (meetings with high officials) to get the chance to tell the story of social enterprise to people.

4: What are the similarities and differences between the different regions?
The previous question also paints a very broad picture of the similarities that all the partners have, all wanted to achieve more knowledge and a bigger network. The differences are that some partners wanted to focus more on mentoring and others wanted to focus more on social enterprise. The network went in some countries well and in some countries, it went not so well (in Finland with the Rotary clubs and in the Netherlands in the beginning of the project). There is also a difference in the numbers of students/teachers involved. There are also differences in the expectations of the partners, some of the partners did not expect the outcome of the project (it has exceeded their expectations, also partly because they did not know what to expect) and some partners did expect the outcome of the project (they hoped the project would bring that outcome and the project did). The other difference is that some partners were more focussed on the region, while others were more focussed on the European opportunities.

For the last conclusion, the main question has to be answered, the main question was: What are the people results, customer results and society results of SESAME on a regional level, according to the project managers?

For the people results the coordinators wanted to achieve more knowledge, about mentoring or social enterprise and the follow- up would be to transfer it to the students or companies they wished to involve. The other goal they aimed to achieve was to give the employees some networking opportunities, by taking them abroad to the SESAME meetings for example. This gave opportunities to see what is going on in other countries and possibly lay foundations for cooperation in future projects, this could be either in the region or at European level. The employees did gain more knowledge and skills sometimes this was expected and sometimes this was not expected (it exceeded their expectations or the partner did not know what to expect of the project), some hoped it would change the educational program of the school and in many cases SESAME has proven sustainable for the future (Finland, UK, Netherlands and Lithuania). And also there have been some negative results when an organisation did not cooperate as well (because of time issues or not understanding the topic).

The customer results are about the same: to gain more knowledge and skills about entrepreneurship. This was not always to create more entrepreneurs, but to get the students to think social entrepreneurial. The students really enjoyed the course and they know that social entrepreneurship exists and they can decide for themselves if they are going to do something with it, this makes it part difficult to forecast any long-term changes (also because in some cases they are young, only sixteen or seventeen-year-olds), but for the shorter term they have received the knowledge and skills that they will take with them in the future. The numbers of students participating is very different, from about ten to five hundred.

The society results are about the different stakeholders from business and government, from business networks (Rotary clubs, Chamber of Commerce) to municipalities/provinces. The stakeholders were all involved by inviting to meetings and to provide learning (exchange views, helping to organise events, sharing their stories as entrepreneurs etcetera). Mostly what the partners wanted to achieve was more awareness of the topic, to establish new networks. This is also what they achieved, also possible new partnerships for other projects have been mentioned. The only matters that were a bit difficult were in Finland the cooperation with the Rotary clubs and in the Netherlands, in the beginning, they did not immediately pick up what it is about, further there was not really trouble engaging with the stakeholders. This was mostly because they liked the project and the topic that is was about.

5.2 Recommendations

In this paragraph the recommendations will be made, this will the follow-up of the previous conclusions.

Given the results of the research and the conclusions that are drawn of that, the first recommendation that will be made is the following:

To report as fairly and as factually possible to Erasmus+, the evaluation should be carried out as planned and the findings of this research will play an important role in that. Nevertheless, as mentioned in chapter two, it is hard to make this fully factual. Partly the respondents have a lot of information to give about the project (they have been working with it for three years), but on the other hand that can also be biased, for the same reason. So that is why the recommendation is made to report as fairly and factually possible to Erasmus+ and certainly do not leave the good stories that were achieved with SESAME out, but also be accountable for the problems that some of the partners had, that was also shown during the interviews.

So leading organisation MentorProgramma Friesland can start the evaluation for Erasmus+, but also during this evaluation reliability and validity have to be taken into account.

The second recommendation that will be made is on the basis of the EFQM model, in this research only a part of this model has been used. This was because of the time that could be put into this research. For further research, the recommendation is to look at other parts of this model. For example, this could look at the process of the SESAME project or the finances of the SESAME project. The EFQM model really is a process to review the quality of business processes and lead to a better quality of businesses.

So, because the EFQM model is a process that leads to quality and this research could only look at a small part of the EFQM model, the recommendation is to look at other parts of the EFQM model. Not only in follow-up research, but also as a part of the evaluation for Erasmus+ this could provide other aspects of the project to look at.

The third and last recommendation follows on the conclusion that sustainability for this project has been achieved in the different regions, so for the follow- up of the project the following is recommended:

- In the interview with Duncan Chamberlain it was pointed out that students might like the opportunity to apply what they have learned in a real-life setting, outside of school. This would be a good opportunity for students to experience the stories of the entrepreneurs they are inspired with during the lessons. So, really they could complement eachother to inspire the students even more.
- The SESAME project is now only applied to a specific group of students (young, vocational or high school) In multiple interviews (Erna van der Werff, Duncan Chamberlain) it was pointed out that with the SESAME methodology also other groups than VET students could be reached. For example university students or other adults. This might be an idea to see if the SESAME methodology would also be successful in other targetgroups, perhaps this could be an idea for future projects.

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Appendix

Appendix 1: List of abbreviations

Abbreviation	Stands for:
CBA	Cost-benefit analysis
CEA	Cost-effectiveness analysis
EFQM model	European foundation for quality management Excellence Model
KEFW	King Edward VI Five Ways school
NGO	Non-Governmental Organisation
SESAME	Social Enterprise by Synergy and the Added value of Mentoring in Europe
SMART	Simple Multi Attribute Rating Technique
TQM	Total Quality Management
UK	United Kingdom
VET	Vocational Education Training

Appendix 2: list of respondents

- Tomas Vilcinskas, project manager coordinator, Kaunas/Lithuania;

This organisation is the Lithuanian partner of the project and is a VET College in Kaunas Lithuania and is part of the ministry of education. The school was founded in 1986 and is housed in a former high school building. The courses the school offers are mostly in the field of construction (carpenter, welder etc.), the school offers vocational, general and adult education. The school does have international experience, having participated, for example, in the Da Vinci and Socrates projects. The school has 960 students (600 builders and 300 social nurses) and 70 teachers, in two training courses. The school has a variety of partnerships, such as the hospital, elderly homes etc., not only in the region but all over Lithuania. Throughout the history, the name has changed several times and the institution has modernised several times.

The interview was held with Tomas Vilcinskas on the 3rd of May through a Skype meeting. He works at the VET college and is project manager coordinator at the school. This is also the role in the SESAME project, project coordinator. When the project started the goal was to let students learn about social entrepreneurship and to get more knowledge about social entrepreneurship (they now know what it is).

- Mariona Ayxela, fundraiser/coordinator, Servei Solidari/Spain;
- Júlia Vilasis Pamos, project coordinator, Servei Solidari, Spain;

Servei Solidari is the Spanish partner of the project and was founded in January 1993. The initial goal of the organisation was to be a meeting place for alumni to create awareness and defending the right to education. Starting in 2002 the organisation found that, due to the migration waves, new needs were rising. Focused courses and support for Catalan-Spanish entrepreneurs and projects for the (co-)development in Senegal, Colombia and Ecuador. In 2008 there is a total of seven programs (training programs, entrepreneurship and the new bridge project Jove, aimed at young people under tutelage). In 2013 participation was extended, not only in local public/private networks but also in European projects. This will also come forward in the interview.

The interview with the Mariona Ayxela and Júlia Vilasis was held through a Skype meeting on the 4th of May. They both work for Servei Solidari and Mariona is a fundraiser/coordinator for Servei Solidari and Júlia is a project manager as well. Their relation to the SESAME project is that they both are coordinators of the SESAME project in Spain. There were two ambitions at the beginning of the project, the first was to see in other countries what was going on in the areas of social entrepreneurship and mentoring. The second goal was to participate in a European project because there has been some previous experience participating in a European project, but not at this scale. They are eager to participate in European projects because it gives opportunities to fundraise and learn from other, for example.

- Erna van der Werff, Business Development Friesland, The Netherlands;

This organisation is the Dutch partner of the project. Inqubator supports students, professionals and startups who need support for their enterprise (for example access to networks or office space). There is a process before you can rent a desk at inqubator, this process is described next: The first step is an intake, everyone who has a business plan/idea can schedule an interview. During this interview, the development of the business plan is talked through and based on this interview a plan is drawn up. The next step is called the "Stand-up phase", this phase takes at most six months. During this stage, the entrepreneur starts to develop their enterprise and is about questions like what is the legal form of the company? Are any diploma's or certificates needed? So this phase is really about developing the

company. The next stage is called "start-up phase" and this phase is to put the previous phase in action. To begin with the company and even make the first sales. In the final stage, the company grows and eventually leave inqubator for a commercial office space. Besides inqubator in the Kanselarij in Leeuwarden, there is also a branch at the Water Campus in Leeuwarden. This branch specialises in water and life science, regardless of the phase which the company is in, companies are placed here because of their connection to the previously mentioned topics.

The interview was held with Erna van der Werff on the 17th of May at the Kanselarij in Leeuwarden in a personal interview. She works for Business Development Friesland. This organisation stimulates businesses through developing projects, executing projects, with the goal to stimulate growth in the region. She is involved with European projects for schools, to help schools from all over Europe to find European projects and European funding. The foundation for collaboration is because of participation in the SUPREME project. The role is to help MentorProgramma Friesland, mainly with the online platform and the manual. So, they mainly had a development role and have been connecting it to their own Inqubator organisation. When they started the project they were hoping to expand their cooperation with MentorProgramma Friesland and create a long-term, sustainable relation with them. The other part was that social enterprise was/is a trend in the Netherlands and they wanted to know more about it.

- Szilvia Simon, coordinator, MentorProgramma, The Netherlands;

For more information about MentorProgramma Friesland, see paragraph 1.2. Friesland College is a vocational school (VET) and offers over two hundred courses in a variety of directions. the school has over 15.000 students, 1.100 employees and branches in Leeuwarden, Heerenveen, Harlingen, Drachten and Dokkum.

The interview was held with Szilvia Simon, the coordinator at MentorProgramma Friesland. The interview was a personal interview at the Kanselarij, on 17 May. MentorProgramma Friesland is the leading organisation in the SESAME project, this means that they are responsible for coordinating the project and bringing the project to a good finish. They are responsible for the resources of the project. The ambition of MentorProgramma was that they got to know more about social entrepreneurship, in relation to ambitions, mentoring and network. And to make it part of the educational program.

- Duncan Chamberlain, founder and managing director, Bridging to the Future, United Kingdom;

This is the British partner of the project. The company was founded in 2006 and is placed in Birmingham. The company does two things: they invest in start-ups in the UK and other countries in Europe and design and test programs to encourage and develop more start-ups, more entrepreneurs and more leaders. The broader goal of the organisation is reducing dependency on the state and let communities think about solutions for problems, such as unemployment and poverty for example. One model that they developed and used for start-up businesses, is the Bridge model, this was the foundation of forty companies and all are trading or developing. The model consists of four "journeys" that the companies have to make. To summarise shortly: the first bridge is "starting my business", the second bridge is "grow my business", the third bridge is "strengthen my business" and the fourth bridge is the stage beyond "strengthen my business".

The interview was held with Duncan Chamberlain, founder and managing director. The interview was a Skype meeting on Thursday 18th of May. Bridging to the Future is the British partner and was asked to join the program because they had worked with Business Development Friesland in another project and they recommended them to Friesland College for this project. They accepted because they saw the link between what they are doing and the goals of the SESAME project. They hoped to create more

start-ups, more entrepreneurs and more leaders, not only in the UK but also in Europe. This is the same mission they have with Bridging to the Future.

- Pirkko Lakkonen, education manager common subjects, Salpaus Further Education, Finland;

Salpaus Further Education is the Finnish partner of the project and this is a vocational and upper secondary level training centre in the Lahti area. There is over 900 person staff (around 520 of them are teachers) and there are over 5200 students in initial vocational education, 12.000 students in adult education, over 1300 students in apprenticeship students and 160 upper secondary education students. there are 40 vocational qualifications and 110 further and specialist educations, these are in a broad spectrum of fields, from technical studies (car mechanic, carpenter etc.) to business administration to beauty and care. These areas have all been defined by the Ministry of Education. Besides the SESAME project, the school also participates in other international projects and there are also multiple opportunities for exchange students and teachers to go to the school or to visit the school.

The interview was held with Pirkko Lakkonen, education manager common subjects, on 22nd of May. The interview was a Skype meeting. She and Ms Sirkku Laurila are leading the project in Finland, there is an accountant for the money matters, the respondent takes care of the organisational matters and Ms Laurila is the teacher, who took care of the educational affairs. They were hoping to achieve more understanding of social enterprising and find suitable mentors for their students, in order to create more awareness of social enterprising.

- Ömer Yigit, Bursa MEM, Turkey.

Bursa MEM is a public body that is responsible for all the educational affairs in the region and headed by the Ministry of Education. This is the Turkish partner of the project and as Directorate for the education they take part in forming education policy and also implementing projects that are useful for a vast variety of people that are involved in education. They are responsible for the Bursa province, this is very close to Istanbul, it is only two hours away. There are responsible for almost five hundred thousand students and thirty-five thousand teachers.

The interview was held with Ömer Yiğit on the 24th of May through a conversation on Google Hangouts, but because there wasn't enough time, we didn't go through all the questions, so part of them have been answered through E-mail. Because the directorate can reach the school's in a very easy way and the outcomes can be reported in an easy way. The people who started the SESAME project were trying to implement the idea of entrepreneurship in the schools and bring entrepreneurship to the students because students are never associated with entrepreneurship (always successful businessmen or businesswomen). And give the students the skills to become good entrepreneurs. Furthermore also connecting the schools to other sectors, that they get to know each other.

Appendix 3: Invitation e-mail

Dear Mr./ms./mrs. ,

My name is Hanneke van der Velde and I am a public administration student at the NHL university of applied sciences in Leeuwarden. As announced at the last SESAME meeting in Lithuania I am conducting a research about the impact of the SESAME project. For this research, I would like to interview you about the impact SESAME had in your region. This research is my bachelor thesis. This thesis will be part of the end evaluation of the SESAME project.

I look forward to hearing from you when we can schedule a Skype meeting to conduct the interviews. The interview will consist of a few subjects we will talk about, it will be a semi-structured interview. The protocol will be sent to you in advance, but I am currently waiting on approval from my internship director.

In *"A practical guide to measuring and managing impact"* of the European venture philanthropy association describes 5 steps for measuring impact, the interview will be focussing on step 3, measuring results. The main focus of the research lays on this step because the results lead to impact and it is important to know the results of the project.

Kind regards,

Hanneke van der Velde

Appendix 4: Interview Protocol

Good morning/good afternoon, thank you for taking the time for this interview! Just to summarise, my name is Hanneke van der Velde and currently an intern at MentorProgramma Friesland. I will measure the impact of SESAME as an assignment for my bachelor thesis, so this interview is very valuable to me and to SESAME project! Before we start this interview I want to ask you if you agree to let me record the interview.

- Can you tell me about the company you work for and function within the company?
- What is your relation to/role in the SESAME project?

As explained in the e-mail I will measure the results of the project. To me, impact means a lasting result, something that has changed people/organisations/infrastructure the long-term. The following question results from this:

- With which ambition did you start the SESAME project? What did you hope to achieve?

People results

This section consists of two parts: the employees of your own organisation and the employees of the organisation you wanted to include in the SESAME project. Think about improved skills/knowledge/mindset.

The first part is about the employees of the organisation you work for:

- How many employees across your organisation were involved with SESAME?
- What did you hope the project would bring to your employees? What did you hope to achieve?
- What has changed for the long term for your employees? What did you achieve and in what way is this related to SESAME?
- Were the changes for the long term expected? Were the changes positive or negative?

The second part is about the employees of the (educational) organisation you wanted to include:

- What organisation(s) you wanted to include in SESAME?
- How many employees across the organisation(s) did you involve in SESAME?
- What has changed for the long term for the employees of this organisation? What did you achieve and how is this related to SESAME?
- Were the changes for the long term expected? Were the changes positive or negative?
- How did you stimulate, support and involve the partner, so the SESAME goals were achieved?

Customer results

This section is about the results it had with the target group, the target group is the students (think about the satisfaction of the program,).

- How many students did participate in the training social enterprise?
- What did you hope the project would achieve with the students? What did you hope it would bring to them?
- What has changed for the long term with these students that took the minor/training? What did you achieve and how is this related to SESAME?
- Were the changes for the long term expected? Were the changes positive or negative?

Society results

This section is about the results the project had on organisations/local authorities you included in the project. Think about improved image of social enterprise or a broader uptake of the subject social enterprise and mentoring.

- What kind of organisations/local authorities did you include?
- How did you include these organisations? What did they contribute to the project?
- What did you hope to achieve with this group of participants? What did you hope it would bring to them?
- How did you stimulate, support and involve the partner, so the SESAME goals were achieved?
- What has changed for the long term with this group? What did you achieve and how is this related to the SESAME project?
- Were the changes for the long term expected? Were the changes positive or negative?

- Do you have anything to add about the impact in the fields that we have been discussing that was not covered by the questions?

- Those were my questions. Before we end this interview, do you have any questions for me?
- This thesis will be concluded in late May/early June, would you like to receive the thesis?
- Thank you again for cooperating in this interview and perhaps we will meet again in the future.