



**SSE Cultural Leadership Programme:
nef evaluation report**
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Executive summary

Background

The School for Social Entrepreneurs (SSE) has been supporting social entrepreneurs by guiding them through a transformative programme of personal and project development for over a decade. The SSE strives to meet the needs of social entrepreneurs through the delivery of programme elements that build the capacity of individuals and organisations to create change. This has a knock-on effect by bringing about a wider array of sustainable community solutions that have the potential for lasting positive impact.

SSE and the Cultural Leadership Programme (CLP) recognised that they both had similar objectives in terms of developing the capacity of leaders. SSE works with social entrepreneurs leading organisations to create positive social change for the communities in which they work. CLP works with building the capacity of emerging, mid-career and established leaders within the cultural and creative industries. Consequently SSE and CLP decided to partner in developing and delivering a programme using SSE's tried and tested approach for social entrepreneurs, for emerging leaders creating and developing new cultural organisations, with a social focus.

A cohort of 12 CLP students undertook a year-long block programme of visits, expert witness sessions, a residential week and other SSE interventions designed to help them develop their capacity as social entrepreneurs. The transformative effects and the extent to which SSE was able to address and fulfil the needs of the CLP students is explored in this evaluation. The story it tells draws on distance-travelled data and feedback collected by SSE throughout the programme as well as material gathered from

- a post-programme reflective workshop for six CLP and eight non-CLP students;
- an online questionnaire completed by nine CLP students; and
- one-to-one case study interviews with three CLP students

Personal transformation

The cultural social entrepreneurs (CLP students) on the 2007/2008 block programme experienced a range of positive personal development outcomes. Many of these mirrored those identified in the SSE 1997–2008 evaluation of previous SSE fellows.

Self confidence, self-discovery, the ability to influence decisions of key stakeholders and gaining skills and knowledge were important outcomes of the programme relating to the students' personal development. These were optimised where there was support from staff and sufficient time and space for the students to reflect.

- The SSE programme succeeds in bringing together groups of like-minded people yielding a strong sense of solidarity amongst students that regularly leads to increased confidence in their own abilities and enhanced capacity to achieve.
- More than half of the CLP students who completed the course agreed that as a result of attending SSE, they were better able to influence the decisions made by the funders, customers, users and beneficiaries that affect or are affected by their project. One student noted:

'Just by stating that I am a student of the SSE, I have found procurement officers in particular take me even more seriously and not just as a music tutor but high level youth professional.'

- The CLP students identified SSE staff as integral to a range of personal development outcomes. Almost all of the students (8/9) agreed that SSE provided them with a supportive environment. This creates a base from which students can develop their own capacities, look after and develop themselves, and improve their skills and knowledge.
- As with the previous SSE evaluation, time and space to reflect – when it was present – was a vital component of the programme for ensuring that students were able to identify the strengths and abilities necessary for bringing their visions closer to reality. At those points, however, where students felt there had been a lack of time to reflect on a particular session or visit, this had had a negative impact on course elements, as well as on the quality of communication and understanding between and amongst peers and staff. Increasing the opportunities and the students' ability to recognise and understand the changes taking place for themselves is important for enhancing their capacity to do the same in others.
- Students gained skills and knowledge from the programme, particularly from tutors and witnesses who for some students, helped build confidence and capacity to better manage their projects. Feedback from other students, however, identified some perceived gaps in the learning related to the 'taking on' of the commercial/financial side of their project or organisation.

Organisational and community transformation

Beyond the personal development of the students themselves, their organisations and projects benefited in terms of governance, growth and credibility:

- In 2007, the combined approximate annual turnover of all nine students who participated in the evaluation was £121,000. This has increased to a combined expected annual turnover for this financial year of £194,834. This is a collective increase of 61%.¹
- The majority of students experienced positive change in the structure and accountability of their organisations, including improving their networks and partnerships and their strategies for growth and managing change.
- CLP students gave several reasons why they believed their organisations or projects were more credible. These included the association with the SSE name, the impact of course elements, such as the action learning sets (ALS) and tutorials, and the growth in confidence resulting from their own personal development and staff support. For one respondent:

'It has certainly helped show my commitment to developing the project when I have told people/funders that I am studying at SSE for a year to develop the project. My tutorial and ALS sessions in particular have helped me to develop the ideas and share blocks and breakdowns and find solutions that have helped me to streamline and implement structures over the last year that have helped to make the business more credible.'

- Although too soon to tell if they are happening, it is clear that the pursuit of long-term positive outcomes for the wider communities served by these cultural social entrepreneurs represents a large part of what drives the students to action. The achievement of these outcomes was embedded in the mission and values of their organisations accordingly. The three CLP students who were interviewed for case studies reported that as a result of the SSE course, they were beginning to create real, long-term outcomes and impacts for the communities, economies and (to a lesser extent) environments that they served, and that they were successfully inspiring and passing-on elements of their approach to others in their communities.

Cultural leader characteristics

In a comparison between CLP and the non-CLP students this evaluation identified the following points:

- From formal and informal feedback analysed over the course of this evaluation, there appeared to be very little difference between the way CLP and non-CLP students viewed themselves. Their identities and personal characteristics were more likely to coalesce around their like-mindedness and the outcomes they are aiming for, rather than the cultural distinction that provides the means to achieving social, environmental or economic benefits.

- The two sets of leaders are similar in their aim to produce a range of positive outcomes. Whilst creativity and cultural change were the drivers behind the projects and outcomes created for the CLP students, this change is also diverse in addressing varied economic, social and environmental issues. As with other social entrepreneurs, the CLP students are also working within a range of locations and seeking change throughout the UK and internationally.
- The main difference between the two sets of leaders was that the needs of the CLP leaders were centred on meeting the challenge of being financially and commercially successful as a leader in a culturally focused, creative project.

Does the methodology fit?

Overall this evaluation found that where the SSE methodology remains flexible and sensitive to the individual needs of the students in a cohort, it can be applied to the support of leaders of organisations whose ends relate to positive social change, whether the means are described as 'cultural' or otherwise. As such, the SSE can confidently 'add' cultural social entrepreneurs to those other social entrepreneurs who have benefited from the course over the last decade.

The nine CLP students who took part in this evaluation of the original twelve that started the programme have benefited from their time at SSE, whether through sharing the same experiences and development with their non-CLP peers, or having needs addressed that were particular to their own cultural setting.

This evaluation concludes with six recommendations relating to specific aspects of the programme that SSE is able to address within the existing spirit and as part of the ongoing reflection and review it undertakes in order to achieve the best outcomes for its students.

Broadly these relate to how SSE can build on an already flexible and responsive programme of activity and inquiry by, for example undertaking a skills audit of students and constantly exploring new ways to make use of the expertise and experience the students themselves bring to the programme². Equally it is clear that the combination of support and consistent safe space and time for reflection can be an extremely powerful tool for the personal development of the students. Ensuring that it is present and well managed at all times throughout the course will make a substantial difference to the way the students relate to the programme and to each other.

Introduction

In 2007/2008, the School for Social Entrepreneurs (SSE) ran two programmes, one on a weekly basis and one on a block basis. On the block programme, where students attend for blocks of three days approximately every six weeks, twelve students had their places funded by the Cultural Leadership Programme. This report presents the findings of an evaluation into the efficacy and transformative effect of the SSE approach and methodology both on the twelve cultural entrepreneurs on the SSE 2007/2008 block programme, and on the organisations they are associated with.

What is the School for Social Entrepreneurs?

SSE addresses inequalities and social exclusion by supporting individuals in order to transform their talents into real social outcomes. Over the course of a year SSE identifies, encourages and develops the capacity of a selected group of social entrepreneurs whilst guiding them through a programme of personal and project-development based on 'learning by doing' and 'just-in-time' support. The goal is to enable them to establish effective and sustainable community projects and initiatives that meet social and community needs.

This evaluation builds upon the longitudinal evaluation of the impact and effectiveness of SSE's learning programmes for social entrepreneurs that SSE commissioned **nef** (the new economics foundation) to undertake in 2005/2006. The ensuing report is frequently referred to (as The Evaluation of the SSE 1997-2007) throughout this report.³

What is the Cultural Leadership Programme?

The Cultural Leadership Programme (CLP) is a Treasury-funded initiative to develop excellence in the cultural and creative industries. Three lead partners, Arts Council England, Creative & Cultural Skills and the Museums, Libraries and Archives, deliver it.

Background

CLP has two overarching aims. First it aims to create a culture of strong leadership by embedding a culture of support and development for leaders within the sector, building on existing practice, addressing current gaps in provision, learning lessons from other sectors and countries, and ensuring that this initial investment delivers a sound basis for long-term change in business leadership skills development. The second overarching aim is to maintain a commitment to diversity in leadership. The Programme seeks to make significant progress in enhancing the diversity of current and future leaders, with a particular focus on leaders from black and minority ethnic backgrounds.

The Programme and the organisations SSE students created or are associated with exist in a wider shift nationally in regard to creative industries and the increasing claims and recognitions of the value of culture (and sport) to the wider economy.⁴ The sector includes those activities that have their origin in individual creativity and skill and that have a potential for wealth and job creation, including sectors such as advertising, design, fashion, film, music, festival and attractions, software and multimedia technologies.⁵ The creative industries are argued to comprise some of the fastest-growing sectors in the economy, currently growing at twice the rate of the economy as a whole, and to account for a growing share of employment.⁶ According to CLP, between 2004 and 2014 employment in the cultural and creative industries is expected to grow by over 200,000. Two-thirds of that growth will be in senior positions. In its view, this creates a need 'for a dynamic leadership infrastructure to enable our cultural and creative organisations to continue to deliver the creative excellence for which we are renowned'.⁷

Cultural industries are increasingly being seen as sources of employment within de-industrialising cities as well as generating a range of health, well-being and social benefits, bringing together cultural, social and economic policy at a strategic level.⁸ The Department for Culture, Media & Sport's recent improvement strategy for culture and sport states:

*'By making the most of sporting and cultural opportunities, local authorities can improve the quality of service to their local communities...The creative industries...represent a major opportunity for local authorities looking to bring jobs and prosperity to their regions.'*⁹

Methodology

Research questions

The primary purpose of this evaluation was to test the efficacy and transformative effect of the SSE approach and methodology on the cultural social entrepreneurs who went through the programme, on the organisations they are associated with and on the communities they serve. Underpinning the evaluation were the following research questions:

1. What are the effects of the programme on the students'...
 - ...personal development
 - ...associated impact on their organisations
2. a. Is SSE meeting its objectives in terms of bringing about sustainable, effective change in communities?
b. Can meeting or not meeting these objectives be attributed to SSE?
3. What are the main gaps or areas of learning or content that have not been provided by the programme?
4. What are the similarities (if any) and differences (if any) between cultural social entrepreneurs and other social entrepreneurs? (Either in what they do or the characteristics they might have.)
5. Is the SSE methodology, which has been developed specifically for social entrepreneurs, effective and appropriate for cultural entrepreneurs (to an extent, in comparison to other educative institutions in the field?)

Exploring these questions required a combination of research methods that included a range of evaluation techniques. The six stages of the evaluation are summarised below and a fuller account of the methodology is presented in Appendix 2.

Research approach

The methodology for this evaluation was developed in close consultation with SSE and is rooted in principles that underpin **nef**'s stakeholder-based and outcomes-focused approach to measurement.

The participative approach employed at key points in this evaluation integrated learning and aimed to develop skills for the individuals and organisations involved. It represents measurement with the dual aims of proving *and* improving.¹⁰ It was undertaken through six stages deploying both qualitative and quantitative data collection and analysis.

1. **Initial scoping and sourcing of research** – Reviewing the existing data already collected by SSE, and establishing the best mechanisms for engaging with the CLP students.
2. **Reflection** – Undertaking a stakeholder workshop with a self selected sample of both CLP and non-CLP students towards the end of the Programme. The process was based on the participative reflection poster workshop *Look Back Move Forward* (LBMF).
3. **Choosing indicators** – Identifying the recurring themes and issues from the stakeholder workshop in order to identify the best ways of knowing that change was taking place.
4. **Online questionnaire** – A *Survey Monkey* survey and link were created to allow all the CLP students to feed back formally and in more detail about aspects of the programme and the effects it had had on their personal development, their individual projects and the potential impact on the communities they serve.
5. **Case studies** – Three of the CLP students were approached for in-depth interviews to explore in more detail the issues identified in the stakeholder workshop and from the questionnaire responses.
6. **Analysis** – Questionnaire data were analysed using *Survey Monkey* software, and case study material was coded to highlight the themes and processes of change in communities observed by the respondents .

Personal development

Communication

Communication skills emerged as a central theme throughout the data collection and analysis for this evaluation.¹¹ The following sections illustrate the issue of communication in relation to the various audiences the cultural entrepreneurs currently and potentially come across in the course of their experiences.

Improving personal communication skills

One indication of the development of students' personal communication skills is through the distance-travelled measure for communication used by SSE for all students. When asked how they rated the change in their communication competencies as a result of attending SSE, the outcomes the CLP students noticed appear mixed. Four students reported an improvement over the year, but four thought that their skills had deteriorated, with one seeing no change.¹² Another indicator of communication skills is the ability of students to work with others. Four of the nine students thought that they had positive distance travelled for working with people but five either saw no change in their ability to work with people or saw a decrease in their ability. It's important to note however, that distance-travelled assessments can result in students having a more realistic view of their abilities and competencies, and therefore sometimes they go down.

For those who experienced gains in their personal communication skills, these emerged through areas such as public speaking. As one questionnaire respondent noted, *'I am now a more confident public speaker and more open to trust people to help me.'* For others their overall communication skills benefited from particular project visits, as another respondent explained:

*'The course has made me think about how I present myself and the organisation through marketing, networking etc. The visit to Happy was particularly useful.'*¹³

A better understanding of these outcomes can be gained by considering these findings in the context of the students' capacity for communication with their peers and the stakeholder groups specific to their project.

Communicating with peers: solidarity boosting and learning

The most immediate personal development outcome for the students comes from the meeting and communicating with 'like-minded' people at the start of the course. The Look Back Move Forward (LBMF) tool highlighted how for all students involved, the beginning of the course was a high point in their time at SSE. A large part of this was due to the outcomes they got from meeting, communicating and interacting with others on the course. The LBMF groups identified the following positive characteristics for this high point:

- The validation of individual project ideas.
- The impact of a room full of potential change.
- The excitement of meeting and socialising together.

The support amongst and the similarities between peers was a vital component of the SSE experience for CLP students. Combined with the elements and structure of the SSE programme itself, this contributed to the satisfactory achievement of their aims. As the first SSE evaluation outlined, having a project idea scrutinised by peers helps in its development both by strengthening the idea itself as well as strengthening the student's belief in its validity.¹⁴ This support is crucial to social entrepreneurs and not just at the start-up stage but for many of the more experienced individuals for whom fear of failure and disillusionment with entrepreneurship can increase with time.¹⁵ When asked, seven of the nine CLP students responding to the questionnaire said that they felt that their peers understood their business ideas. One questionnaire response was typical of many of the students in noting,

'I have loved the ability to connect with such inspiring peers.'

Following the sense of like-minded solidarity and understanding felt at the beginning of the course, communication in the group continued to be important *throughout* the course. There was a sense from the students that this initial burst of energy and excitement found at meeting each other, learning about each other's projects and also learning about SSE,¹⁶ could have been better enhanced and captured for greater benefit. It was felt that more time to get to know each other and sharing information would have allowed the group to move through the course more smoothly.¹⁷ This was because whilst meeting and finding out more about each other was important, they also felt that an increased ability to *understand* each other would have been helpful. As one participant in the LBMF workshop said:

*'We need time to get to know people in the group and why they're doing what they're doing.'*¹⁸

Establishing an effective working relationship with peers requires trust, especially where people might be revealing sensitive parts of themselves by sharing their dreams and ideas with others. For some students the issue was one of listening and dealing with conflict and differences of opinion in a positive and empowering way.¹⁹ Encouragingly none of the students indicated that they were uncomfortable *discussing* their business ideas with their peers (although two people neither agreed nor disagreed with the statement) and six students strongly disagreed with the statement. The majority of students (seven out of nine) felt that their peers understood their

business ideas; one person felt that his/her peers didn't understand his/her business ideas; and one student neither agreed nor disagreed.

Overall this contributes to the notion that the issue (for a minority of the students) was more about *understanding* each other than about feeling comfortable talking to each other. As discussions with the students for the *Good Practice Guide*²⁰ revealed:

*'The key thing that was repeatedly said was that it increased their ability to realise that perceptions, i.e. how people see a situation, really matter and need to be understood and worked with.'*²¹

For many of the students, the residential element of the course in October was also a high point due largely to the time available for socialising and communicating with like-minded people, including those from the weekly course. As one case study participant explained:

'The residential was amazing...seeing the other course people as well was amazing.'

As such, the character and quality of the connections gained are something more than just the sum of a group of individuals attending the same programme. From these connections there flows a variety of personal development outcomes including a sense of solidarity, like-mindedness and realisation of potential. Engaging with peers can also produce an increase in effectiveness in communicating with other groups. As one respondent noted:

'I feel that I was already pretty clear about this [communicating with users/customers/beneficiaries] before starting SSE. However, the conversations with fellow students have made a real difference - in terms of connecting and sharing ideas (especially in ALS group).'

Due to these qualities, the communication with peers continues after the SSE course ends. All three of the students who were interviewed for the case studies, indicated that they would be keeping in contact with the students they met on the programme, either through continuing their action learning set on an informal basis, inputting into an online discussion group, or just staying in touch in whatever way they can. As one CLP student said:

'I'll most definitely be keeping in touch with the other cultural leaders people. They are an inspiration.'

Communicating with stakeholders

The students also developed their ability to communicate with stakeholders important to their organisation. The majority of students (six of nine) also found that as a result of attending SSE, they were better able to influence decisions made by their customers, users and beneficiaries that affect their project or organisation. Six students also agreed (five agreed, one strongly agreed) that as a result of attending SSE, they were better able to influence decisions made by funders that affect their project or organisation. This ability is inherently useful in itself, chiefly because of the obvious advantages in improved influence and communication with these stakeholders, but also as a useful indicator of overall personal development as it can be symptomatic of increased confidence and improved communication skills. For example, as two students noted:

'The SSE helped me to feel that I had a valid contribution to make.'

'I think the course has boosted my general confidence to influence. I have a support group and have developed confidence in presenting myself in general.'

Through their association with the SSE name and through an increased capacity to map the potential impact of their work, students were better able to understand and communicate their project's story and improve their perceived credibility with funders and procurement officers.

'Just by stating that I am a student of the SSE, I have found procurement officers in particular take me even more seriously a not just a music tutor but high level youth professional.'

'I have been able to map the impact of my work and have now received government funding (the Learning and Skills Council) for a parallel project working in the same sector of youth and the criminal justice system.'

The improved ability of the CLP students to influence funders was also enhanced through an increased understanding of what funders are looking for. As one student noted:

'I have more of an understanding of what funders are looking for and how to approach the application procedure. I also understand the importance of the relationship between funder and fundee.'

For those who didn't feel better able to influence funders, this was either due to the stage they were at with their project or down to a feeling of dissatisfaction with the training that they had received at SSE relating to financing.

'In order to agree with this I would have had to have more detailed information on funding and more bespoke training/sessions. However, some of the information I have received on finance, i.e. full cost recovery ... may prove useful in future. It was unfortunate that our session on finance was one of the weakest as this should have been one of the most useful for my business.'

Finally, one respondent would have liked more of an emphasis on influencing and communicating with procurement officers:

'Actually it is one area that I would have liked more on, how to approach local authorities and bid for contracts in both public and private setting. We did have one session on it but I could have done with more.'

Space to reflect: make time for self-discovery

SSE also aims to provide students with a space for reflection, for them to gain a better understanding, not only of the landscape in which their project sits, but a degree of self-knowledge about their own capabilities and limitations.

A space to reflect: personal development, health and well-being

In the LBMF conversation, all the students agreed that it was important for them to have time to reflect and that this could engender other outcomes through self-discovery. Some highlighted that before the programme they lacked a clear sense of the right direction and how to 'drive their project

forward', and so it was important to be able to identify their own strengths and abilities which could bring their vision closer to reality.

In relation to their experience of the SSE programme, one student commented:

*'It has lifted me from a "rut" and given me space to think clearly about what I want to do.'*²²

When asked if SSE provided a space in which they were *encouraged* to reflect, five of the students agreed that it did. Seven students experienced positive distance travelled for 'looking after and developing yourself' (with one no change) and six experienced positive distance travelled in knowing that they're doing a good job.

The space to reflect can happen throughout the programme but a key time in which this had a big impact on the group was the residential week in Dartington. For one case study participant, the socialising and space to reflect at the residential week was crucial to her development. With students often being extremely busy, the ability to move to another place for a few days is beneficial in actually physically creating the time and space for reflection and personal development.

'The residential was brilliant... Up until that point I was considering whether to continue with the course or not because I had so much going on I had to get something out of it and I wasn't sure I was, except the contacts I had made. The residential was an opportunity to actually socialise in the bar not a mad rush and it was a creative few days – I really enjoyed that...'

In the introduction to the LBMF session, each student identified something that they most enjoyed about the work they did. Almost all of them identified the motivation or impact of seeing some form of change and development in other people. As such, increasing their ability to develop, understand and see change in themselves will be of benefit to them in enhancing their abilities to do the same in others.

As one student (to general agreement) in the LBMF session put it:

'I learnt that we can be ourselves; the more we do that, the more successful we'll be. That changed my life.'

Reflection for greater gain

When there was time and space for reflection, students experienced a range of positive outcomes. When this was lacking at times throughout the course, however, it culminated in a build-up of problems. There was a general consensus in the LBMF session that part of the build-up of frustration and tensions *for some students* in September 2007 and January 2008 was due to the lack of time and space for them to get to know and understand each other.

We know that five of the students agreed that the course gave them a space in which they were encouraged to reflect. However, two disagreed that this was the case and two students neither agreed nor disagreed, demonstrating the lack of assurance and frustration of some of the students at this absence of time and space.²³ Part of this problem may have been as a result of planning as one case study participant suggested:

'Time planning was an issue... There was one visit I didn't go to- Coin Street and I looked at the scheduling – it looked mad on paper...'

The ability to reflect and learn also had a ripple effect – positive and negative – throughout the course. For example, a *lack* of time and space can affect the course elements. In the LBMF session, some of the students felt that the action learning sets became rushed as each attempted to update each other about what they had been doing in the time available. This generated frustration that they did not have enough time with each other and to reflect, which in turn contributed to tensions in communicating with each other and then contributed to communication problems around those times between staff and students.

It is clear that the combination of support and consistent safe space and time for reflection can be an extremely powerful tool for the personal development of the students. Ensuring that it is present and well managed at all times throughout the course will make a substantial difference to the way the students relate to the programme and each other.

Skills and knowledge

Building the capacity of individuals and organisations at SSE is not centred on transferring skills and knowledge from experts to pupils but is generated through specific course elements and action learning.

Skills and knowledge outcomes

Students learnt a range of skills and gained knowledge in a variety of areas throughout the course. Some of these have been covered above in the improved communication skills section and in the advice from staff, but the evaluation data also identified a *depth* of skills and knowledge gained.

Students at SSE take part in a variety activities designed to give them useful skills and knowledge, such as fundraising, information on legal structures and 1-2-1 surgeries.²⁴ Skills areas are also addressed through specific witnesses, such as Tim Smit and Henry Stewart on managing people, and specific areas of hard-skills development are addressed through tutorials, which are personally tailored, for things like business planning and problem solving. In answer to the question, 'do your tutorial discussions help you to diagnose problems and point the way to resolving them?', all students scored between seven and ten (on a scale of 1–10).

Particular areas that students explicitly identified for hard skills and knowledge were:

- *Knowledge gained from witness sessions*
- *Impact mapping / Nick Temple session*
- *Knowledge from the 'City Parochial Foundation' session – practical exercise in small groups*
- *Knowledge from project visits, particularly Tim Smitt*
- *More confident public speaker*
- *How best to communicate seemingly abstract ideas such as the impact of performance arts on young offenders*

One case study participant also emphasised the role staff played in transferring skills and knowledge to students in an effective and personalised way.

'Charlotte Young (SSE's Chair) gave us a funding spreadsheet and showed us it on the wall and it wasn't all perfect but she had a clear map of things are now, where things are going, and it was brilliant. At the end of the session she also said write on the flipchart anything you want from me and via Dorota (SSE's Programme Coordinator) it all came through – fantastic - she made it fun.'

Some students noted that they could have benefited from more training with financial and commercial aspects, including funding. This was not the case for all however. One session on this particular area did make a significant positive difference, as one questionnaire respondent explained:

*'One of the most useful sessions for me was the **nef** impact mapping exercise which is something I believe should be drilled into all artists working in this sector as it equips us to address the "woolly liberal" tag that we are often bound by...I am hugely indebted to the SSE for this and all I have learnt over the past year.'*

Hard skills and skills exchange

Five students specifically identified the need for particular skills and knowledge, (sometimes referred to as the 'nuts and bolts' of running an organisation) as an area in which they would have liked more sessions or information. For two students, these were referred to as 'hard skills' and they were making reference to a range of key areas:

'I do feel that the year did not include enough "hard skills" to enable me to implement these changes as effectively or efficiently as I would have liked...'

One student also felt that including these skills, or information on where to go to get them, at an earlier stage in the course would have brought about most benefit.

'Some of these subjects were covered – but at a much later stage in the programme. As students developing projects there are certain skills that would have been useful to have had sessions on much earlier in the course – even as a basic outline – i.e. "these are the things you will need" / where can you find out about these? / Who in this group knows about which areas? I think this would really have helped me lay down my foundation for the year – even if it meant I was then clear WHAT I needed to go and find out more about / find out about from other students.'

It is worth noting that as students were all at different stages in their projects and personally, addressing skills in a group format may have been less appropriate. It is possible, however, that this issue could have been resolved by incorporating a skills audit amongst the cohort with the 'getting to know each other' at the start of the programme.²⁵ The LBMF and *Good Practice Guide* sessions identified a call that the skills of students could be incorporated into the course. This also ties in with the desire for more time to work and socialise with each other. A case study participant noted:

'Someone suggested that you could split the groups and have accounting for one and funding for another, but it was said that everyone would just want to be in all the groups, which is probably right. I think definitely we could even have used each other's skills – there was a level of expertise that just was never used and as a student that is a very frustrating thing because you know there's those resources there.'

Growing organisations

Sustainable and effective organisations are essential in creating the long-term change in communities that is central to the SSE's mission. Solutions to social problems rely on established organisations that meet needs over a long period of time. Sustainable, flourishing organisations are better placed to create sustainable outcomes and impacts. Given that all the students who participated in the evaluation have just finished the course, and some of those had only just set up their organisations, there has been less time for the changes the course has brought about for the organisations to manifest. Some outcomes and changes, however, are already occurring.

Governance and growth

Overall, positive distance-travelled gains were experienced by students and their organisations in the area of governance and growth. Seven students indicated that they had experienced positive change in the 'structure and accountability' of their organisations (with one 'no change' and one 'decline'). For 'networks and partnerships', six students thought that these had improved, although one saw no change and two saw a decline in this area. These were also the exact same numbers of students (positive, no change, negative) for those of 'strategy for growth and managing change'.

Money

Consideration of financial growth of organisations is important for demonstrating that the objective of both SSE and the students in helping organisations to become financially sustainable is being met.

As Table 1 highlights, in 2007 the combined approximate annual turnover of all nine students who participated in the evaluation was £121,000. This has increased to a combined expected annual turnover for this financial year of £194,834. This is a collective increase of 61%.²⁶ This represents a substantial collective increase in a short period of time. In addition, out of the nine students, four reported an increase in turnover from April 2007-April 2008. One student reported no increase in turnover from the initial £27,000 and another student reported a decrease in turnover.

Three students who started the programme with a turnover of £0 reported no increase in turnover after graduation.²⁷ As these organisations are at an early stage, they obviously still have the capacity to change; for a better understanding of the financial growth of these organisations, data would have to be collected at a later date. This is a useful reminder of the precarious and challenging nature of social enterprise – particularly for

those community-based social entrepreneurs in areas of high unemployment and of the financial challenges inherent in growing and sustaining organisations alike.

Table 1: Turnover growth

Project turnover last FY	April 07	April 08	Change
Student 1	£49,000	£39,834	-19%
Student 2	£20,000	£35,000	75%
Student 3	£27,000	£27,000	0%
Student 4	£0	£30,000	
Student 5	£0	£0	
Student 6	£0	£10,000	
Student 7	£0	£0	
Student 8	£25,000	£53,000	112%
Student 9 ²⁸	£0	£0	
Total	£121,000	£194,834	61%

Growth in turnover, however, is not the only measure of money to provide an indication of positive change. One student experienced no growth in turnover as he decided to postpone setting up his organisation and continue in paid employment at the National Youth Theatre (NYT) and with freelance acting and directing. Despite this, time spent at SSE, and the impact mapping session in particular, helped him to expand the NYT work which he achieved by managing to access extra government funding.

At the same time, we must acknowledge the mixed picture of the financial development of the organisations and the danger of just using financial figures as the only indicator of sustainability. Although funding is always a key issue for most of these organisations and projects, many thriving organisations have little income from trading. This is a reminder that income from market transactions may not be the most important factor contributing to the sustainability of these organisations; sustainable, effective organisations also demonstrate that determination, persistence and support for the leaders of these organisations generates long-term change, too.

To get a sense of the individual's confidence in financially sustaining their organisations in the future, it is useful to consider the distance-travelled measure for, 'raising/earning money'. Seven out of nine students saw a positive change in their ability to do this, with two indicating a decrease in their abilities. In addition, almost all the students felt that they had improved their ability in 'managing money', with one student seeing no change.

People

From the project assessment records, it is clear that for the majority of students there has been very little or no change in the number of paid employment positions created or in the positions of the leaders themselves, for example, new office space, shifts from part-time/unpaid to full-time employment for their organisation. These changes are more likely to happen sometime after the students have graduated rather than during the

one-year programme itself. There *has* been a small increase in the number of new volunteers involved in the organisations, however, suggesting that at the same time these organisations are making a significant contribution to community engagement and participation. With this in place, some organisations will be looking to expand and employ other staff at a later date. Soon after graduating and the collection of project data on this issue, Kate of Streetbeatz outlined how this can happen now that they have graduated:

'The most recent exciting news for Streetbeatz is that David Lewis, (co-founder of the project and a police Inspector), has been seconded to Streetbeatz as Programme Director for two years by the Metropolitan Police, from this June (2008). The police have been very supportive of the project. David's boss asked him "What do you need to make this happen across London?" David said, "make me full time". His brief over the next three months is to draw up a plan for how Streetbeatz can be a London-wide programme by 2010. We're very excited.'

Increased credibility

As well as the personal credibility associated with personal development, this evaluation also began to examine the student's organisational credibility, first by asking what were students' own ways of knowing that their organisation was considered credible. One student referred to an evaluation process for their own organisation, but the rest of the students characterised credibility in terms of the capacity to raise finance and attract funders, alongside the quality of the relationships they have with beneficiaries and peers.

For example, a measure of an organisation's credibility was shown by the:

'...Value placed on it by those benefiting from the organisation and feedback from peers. Ultimately from funders and external statutory authorities.'

'I think concrete outcomes are a great way of indicating credibility... like funding... as this shows people are ready to put their money where their mouth is. This is also shown through people, for example how many people would like to partner with you, be a part of your organisation in some way.'

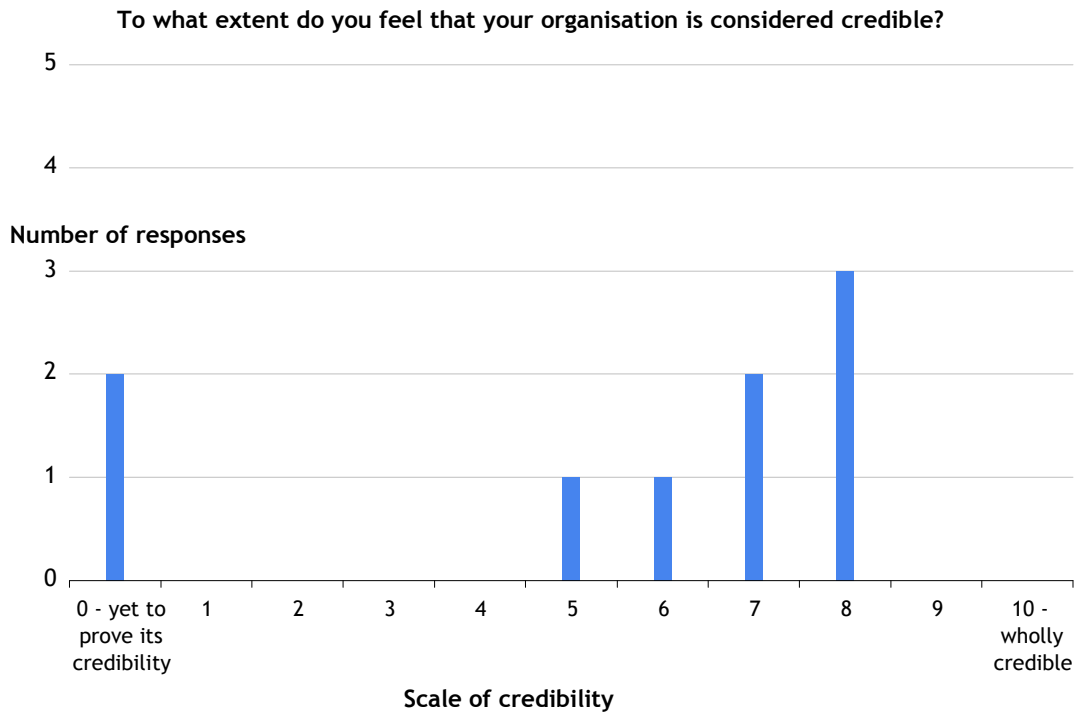
The questionnaire also asked 'To what extent (on a scale of 0 to 10) do you feel that your organisation is considered credible?' (Figure 1.)

All but two of the respondents scored this as 5 and above. Clearly this is a subjective judgement, but it does provide an indication of each student's confidence and belief in their project idea, and the comments provide further insight into the extent to which the effect on credibility is attributable to SSE.

Three respondents mentioned that the SSE name and association had already had a positive impact on credibility and might continue to do so in the future; three identified the impact of course elements, such as the ALS and tutorials; two indicated that this was due to their positioning within the sector related to funders; and one pointed to the impact on credibility of personal development and feedback from SSE helping to keep them positive. For one respondent:

'It has certainly helped show my commitment to developing the project when I have told people/funders that I am studying at SSE for a year to develop the project. My tutorial and ALS sessions in particular have helped me to develop the ideas and share blocks and breakdowns and find solutions that have helped me to streamline and implement structures over the last year that have helped to make the business more credible.'

Figure 1: Credibility



Community impact

This section begins to examine the impact of SSE's intervention on the students' wider communities. As this level of outcome represents an area beyond the SSE's direct sphere of influence, an exact picture of this complex area would require individual (and independently delivered) evaluations of each student's project, and at some time and distance from the student's graduation. The case studies, however, begin to examine the impact in communities of the students' work, as well as giving an indication of how much of the continuing impact can be attributed to SSE. To investigate this process, the evaluation draws on the students' own accounts of the changes they see happening.

Overall we found that the CLP students are able to see long-term change in the wider communities, economies and environments in which they work.

Long-term engagement for long-term change

When asked what it is that they most enjoy about the work they do, almost all the students in the LBMF workshop identified something related to seeing change in the people with whom they work. This was also reflected in the stated missions of the case study organisations, with a particular emphasis on empowering people they work with over a long-term period. For example, Streetbeatz provides a safe space for open and honest dialogue between young people at risk, the police and the community. Its founder Kate states simply that:

'...our passion is that Streetbeatz is not just a two day workshop and that's it. We want to make a real difference to young people's lives.'

Similarly, for Des Powell of Streetfusion, an organisation that aims to increase access to the arts in deprived areas within the London borough of Brent:

'When we engage the young people over six-week time period, it's more than a six-week project, it's a course to give them training and then after that other opportunities... We work in five areas of Brent and we leave our legacy, identify youth ambassadors and bring people together.'

Thinking Flowers? provides a floral design and installation service, and in particular workshops and creative apprenticeships for people with dyslexia. Its founder, Lauren Craig emphasised this issue:

'I am...giving flowers back to lower income families – that is long term as they'll be able to access that and take it on in their own lives afterwards...longer-term change is about getting people thinking and actioning about flowers and where they come from and knowing why.'

Personal development

Whilst the CLP students worked in as many different types of neighbourhoods or communities as non-CLP students, the emphasis on the creative and cultural sector appeared to focus the desired area of impact for the groups they worked with. Whilst there were a variety of benefits created and aimed for by the CLP students, it was apparent that an important aspect of their work related to the fact that they were working with individuals using cultural and creative activity in order to create personal change for them and consequently the way in which they relate to the wider world.

As Des explained, the personal development changes he was able to bring about for participants in his project allowed people to flourish. This had an impact on the communities they live in and in their wider relationships with families and friends:

'Two guys – brothers who recently got released from prison – I got involved with them and now... they're more social, they're integrating more in society and they've changed their whole mentality. People are saying to me, I spoke to them and they're really nice guys, they're increasing their self responsibility and self esteem.'

Similarly for Kate and Streetbeatz, the impact of personal change during a programme can carry on for communities over a longer time period:

'We had an email from a PC who attended a Streetbeatz programme in April this year. The group of young people we had worked with on that programme were on their last warning; they gave hell to the police all the time. The police on the programme knew them personally. The PC told us that a month after the course she had driven past a group of them on the street and when they saw her, they'd put down their hoods, raised their thumbs and smiled. It shows that the impact of Streetbeatz carries on after the programme; police have said that young people stop them in the street and say hello.'

Sometimes, it is seemingly small personal changes such as these that can have an impact on the wider communities. Des emphasised this point in talking about the impact of preventative work:

'A lot of work goes unnoticed with these hard-to-reach kids and because it's small things like intervening and being a secondary entity that can make a big difference. It's being a responsible person for them outside their home and education and that helps prevent a lot of problems before they happen.'

Creating networks and opportunities

In addition to the impact of long-term personal change both for the individuals and for their communities, the CLP students are also empowering their users to take other opportunities as a result of attending a course or programme. For some individuals this may involve relatively

simple administrative measures that then free participants to go on and fulfil ambitions, gain employment. As Kate of Streetbeatz explained:

'We often work with homeless young people; some don't have a passport, or we might find out that their mum has illegally immigrated here or their birth certificate is burnt. We work with them to resolve these issues so they can take part in the European Voluntary Scheme. Sorting out these issues can bring about long term change; with those things sorted they can go on and do other things much more easily.'

In other cases, long-term change might mean opportunities for work experience or new contacts, as Des explained:

'We've got a list of things we've helped people to do, such as work experience for a TV company, acting in a commercial, appearing in a Craig David video. I've been in the music business for 20 years and I'm just using my contacts as well to give these people long-term help. After the summer, the programme has finished, but they're still in contact, asking, 'is there anything going on?'

Some of these opportunities the CLP students are creating are also for employment and for one individual this resulted in a remarkable volte-face in attitude, As Kate explained:

'One of the young people who attended Streetbeatz has just applied to join the police. He came on the programme not wanting to even talk to the police, he was very anti-police. One of the police officers that was on the programme said, "look, if anyone wants to come out with me (on work experience) you can", and this young man put his hand up and said, "ok, I will". Two weeks later, he went to the police station on work experience and has since put in an application to become a Police Community Support Officer himself.'

Through supporting people in making these personal changes (increasing opportunities and networks) there is real potential to create longer-term economic outcomes for those individuals and the communities in which they will live.

Social transformation

SSE clearly states that long-term social transformation represents an important outcome for its methodology.

*'The success of a school is tied to the extent to which it is creating sustainable solutions and enhanced practical learning and confidence for its community. At a secondary level, SSE's aim is that participants will pass on their social entrepreneurial approach to others in their immediate community. They do this by demonstrating confidence and success in their community, by recognising and encouraging other people with the necessary potential in their community to develop their capabilities and also by recognising other issues where a social entrepreneurial approach will create a better community solution and then applying their understanding and skills.'*²⁹

To an extent this means creating practitioner-led change through students being inspirational role-models for others. For some of the organisations this is also their *raison d'être* and the main focus of their long-term impacts in

the wider communities in which they work. All three case study students for example, were driven by the desire to either inspire and encourage other people in general or by recognising specific people in their community who may go on and create social transformation through their own projects or organisations, depending on the stage at which the CLP student's organisation was at.

So for Lauren at Thinking Flowers? in her role as a business mentor and in encouraging others to be creative through flower installation, she is seeking to inspire and encourage others at a very early stage in her new organisation's development. For Des at Streetfusion, actively identifying individuals with the potential to affect change in their communities is part of his day-to-day work:

'Yes. I call them youth ambassadors. It's a term I've made up where I've identified people with that potential and they'll roll with me and find out about all the work we're doing. They're 15, 16 years old and I'm hoping that they're going on to be entrepreneurs themselves, but you have to engage with them. For example, I always bring a group of people with me to the local housing association to find out how it works and we encourage people to gain funding from Princes Trust for their own projects. For example we've got a group, facilitated by myself, who got a £5000 grant to make a DVD about their own area called "Love Where You Live" – that's in the process.'

In Streetbeatz's case, the potential for social transformation of this kind is guided through a scheme funded by the European Commission, which gives individuals short-term placements in Europe, after which they can potentially apply for funding to set up their own project in the community.

'Andreas came to us last February and had been on the edge of a gang that was involved in one of the murders in London and was scared. He came on the programme – and the vision is that young people facilitate this – and he shone and the long shot is he is now facilitating parts of the programme, he's at Birkbeck University and is applying to LSE to do economics and wants to make a difference in Colombia, where he's originally from. He's speaking to the police about how to make a difference with gangs. He is speaking at a senior police event next week with David [from Streetbeatz] – they're like a double act.'

In summary, the CLP students are inspiring others by demonstrating confidence and success in their community and by recognising and encouraging other people with the necessary potential to develop their capabilities. Changes are also taking place when they are able to pass on their social entrepreneurial approach to others in their immediate community who are associated with their organisations.

SSE's role in creating long-term impacts

In evaluating and investigating the nature of the long-term change taking place in the wider communities, and in order to obtain further clarity of impact whilst considering the 'deadweight' involved (i.e. what would have happened anyway), it is important to ask whether the long-term changes would have occurred regardless of coming into contact with SSE. From the case study interviews, it appears that longer-term outcomes will arise out of a multitude of influences for each cultural social entrepreneur. For each of

the students, SSE was central to their creation or aims for creating long-term change, but for each student, the role SSE played has depended on what their organisation's needs were to achieve those long-term changes.

For Des, SSE was absolutely vital in that it helped him to broaden his perspective on what his project could achieve, thereby embedding long-term change in his mission.

'SSE support has been always there for me so we can create that long-term support. SSE were absolutely essential to the sustainable development of my organisation changing it from something other than a 6-week course. They've helped me to shape my vision to sustain my organisation - not just be a 6-week project thing, but a long-term sustainable organisation. They've shown me a wider horizon. Outside the sessions, the staff are happy to meet for lunch, help out with issues or any questions I have and that has been inspiring and helpful...we're interested in long-term change, but that needs long-term support for the people we work with and also for Streetfusion...'

For Lauren of Thinking Flowers? however, SSE's role in helping her to create long-term changes for communities is more about networks:

'SSE haven't broadened my vision because that was already there, but they've given me the people and networks to do it. They've allowed me access to an alternative network.'

Whereas for Kate, the contact with other individuals and thinking about practice has been central to her creation of long term change:

'The main thing I got from attending SSE is the contact with the other students. I got real support from them, especially my ALS group. The ALS sessions really helped me find ways through challenges with my project, to see how to put new things into practice. The support and motivation I got from my group, in such a 'safe space' has been invaluable. We're actually continuing our ALS sessions now on our own, and have already had two sessions.'

In summary, CLP students are able to report that they are beginning to create real long-term outcomes and impacts for the communities, economies and (to a lesser extent) environments that they serve and that they are inspiring and passing on this approach to others in their communities.

Course development

Staff–student relations

This section looks at the outcomes relating to the relationship between staff and students. SSE aims to create a space (metaphorical and physical) for learning and development through the attitudes and openness of the staff as well as how the programme is delivered. This provides a supportive base in which students can develop their own capacities, look after and develop themselves, and improve their skills and knowledge.

A sense of support

Almost all of the students (eight of nine) agreed that SSE provided them with a supportive environment, with one having no opinion either way. One case study participant, highlighted this:

‘Support level and motivation and being in a safe place, that’s been very valuable.’

Data from the SSE student feedback survey is consistent with this view in showing that on a scale of 0–10, all CLP students scored between 6 and 10 indicating that members of staff offered them the level of access and support they needed.

‘The staff at SSE were amazing throughout. They had time for each individual and made it their business to learn about each student’s projects and made us very comfortable regardless of how well, or not so well our projects were doing. Fantastic Staff Team!’

This is also reflected in the ratings given by students in the questionnaire for trust in the tutorials. All of the students stated that they feel comfortable in being open with their Personal Tutor about problems and difficulties with the majority scoring this question ten out of ten. Students also indicated that this support is something that also continues outside the course elements and that their support is something they can draw on over a long-term basis. As one student outlined:

‘I anticipate that having the support of my SSE mentor will be very helpful in developing my project further as will the continued support from SSE staff.’

Improving responsiveness and facilitation

The background investigation for the *Good Practice Guide* work and the LBMF session highlighted a sense of frustration for a *minority* of the

students in communicating with staff.³⁰ On the scale of 0–10, two students also scored low (2 and 3) for the question: ‘Do you feel that communication systems for staff and students work well and easily?’

Part of the issue appears to be a lack of response to issues they had with the course, wanting more information on what was happening or why the course was structured in a certain way. In the LBMF session, CLP students noted, ‘rudeness to SSE staff’ and ‘Lack of communication, lack of response’ in the LBMF timeline as part of the build-up in frustration in September 2007 and January 2008. Unsurprisingly, these were also marked as low points for the staff involved.³¹

And for a student responding to the questionnaire:

‘We could have had more creative ways to connect with each other as whole group as sometimes the sessions were very dominated by the witness and the staff leaving students frustrated in not being able to affect the sessions and structure of them.’

Given how students had felt supported and had identified SSE staff as integral to a number of personal development outcomes, the communication needs were more identified as being about the improvement of lines of communication, responsiveness and facilitation rather than overall support. In fact as the above quotation reveals, after the discussions in March around this issue those problems were improved and students were much more satisfied. Overall, the LBMF group summarised this issue of improvement as one of accountability, transparency and communication.

Course elements

The SSE programme of work is structured around six elements, each designed to complement the other in meeting the needs of the students in terms of skills, knowledge, and experience and to make best use of their own innate desire for inquiry. The detail of what each element entails is covered in more detail in the SSE evaluation. One way to consider whether the SSE methodology is effective and appropriate for cultural social entrepreneurs is to compare the experience of the CLP and non-CLP students of the course elements and their views on how influential they were for both personal development and organisational development.

Influence on personal development

SSE provides a depth of support to create change. We asked how influential each programme element was for the student’s personal development (Figure 2). The distribution reveals that four out of six elements were scored to the high end of the scale. Personal tutors and the residential week both scored highly with all students with six being the lowest score given for both. Personal tutors in particular scored most highly with six students scoring nine or ten – extremely influential on the scale, reflecting the establishment of relationships and support inherent in these course elements. The primary purpose of the ALS is personal development and they also scored highly. This is also reflected in the LBMF session where several people identified ALS as high points throughout the year and that they would have liked more of them and more regularly.

Project visits had quite an even spread of influence across the students for personal development, and mentoring had only limited success in influencing the personal development of students. Five students indicated that it wasn't applicable because they did not have a mentor (yet). Two students scored highly (8 and 9) for influence, demonstrating that when an effective mentor relationship is built, it can be very beneficial for personal development.

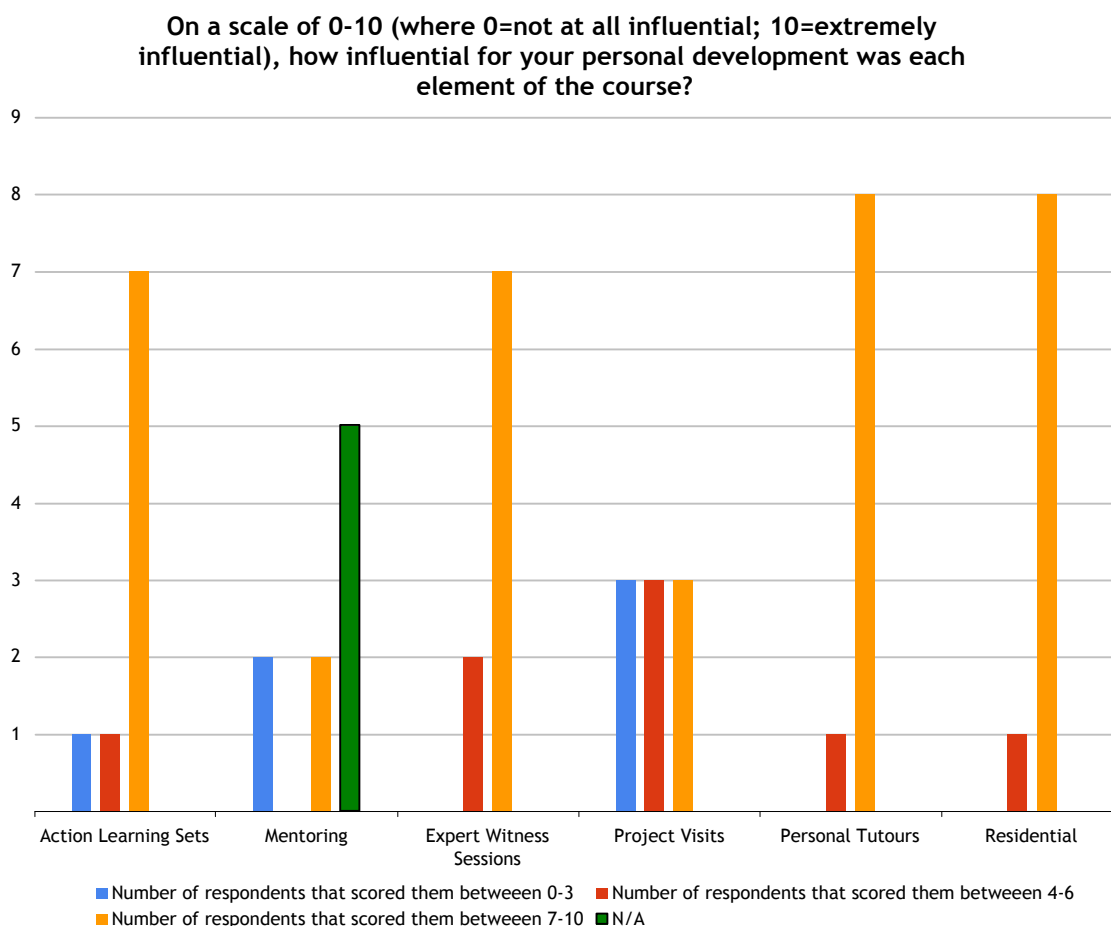


Figure 2: Influence on personal development.

Influence on project/ organisations development

We also asked how influential each programme element was for the student's project/organisation's development (Figure 3). What emerges is that as with the personal development influences, the ALS and personal tutors were a strong influence for organisational development and the residential week had a middle or strong influence on the majority of students' organisational development.

Expert witness sessions presented a mixed picture. For some they were 'highly influential', some 'not at all influential' and others 'somewhat influential' or 'not relevant'. This is also true of project visits. As the project visits and expert witnesses are designed to build the capacity of individuals to meet challenges by increasing their skills and confidence, for some this is not yet influencing the development of their organisation. It should be noted though that this may take time to manifest itself in the students' organisations and for them to recognise the influence of the course elements in this process.

Only one person thought that their mentor had any influence on their organisational development. Given that mentors are there to provide guidance and strategic help within a confidential setting managed by the student and shaped according to the student's own personal and professional development goals, at this stage the mentoring has failed to do that. It is important to note, however, that as the mentoring relationship is brokered towards the end of the programme, the impact of this element may increase later on as all the students are assigned mentors and they establish relationships with them.³²

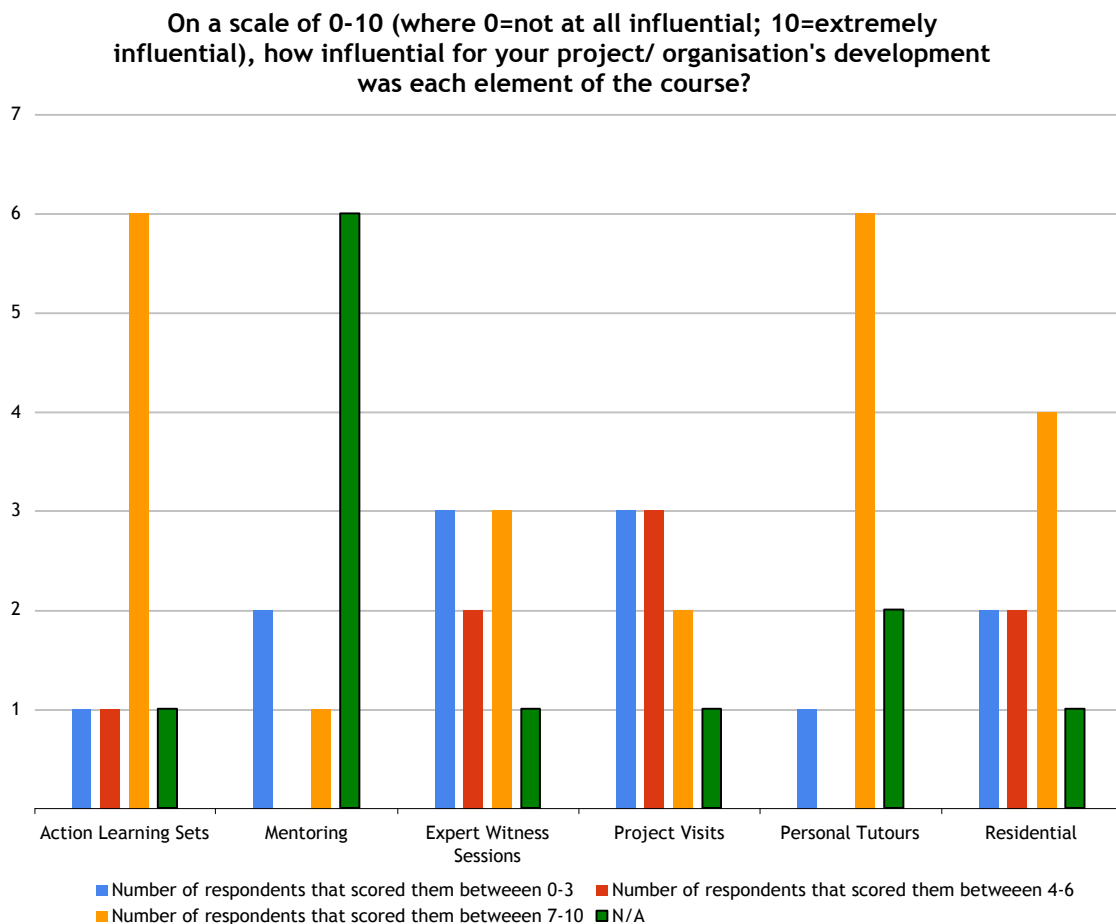


Figure 3: Influence on an organisation's development.

Comparing CLP and non-CLP students for gaps in learning

In comparing the influences of the course on two groups (CLP and non-CLP) who answered the questionnaire, it is clear that the influence of the various elements of the programme on personal and organisational development has been very similar for each. Whilst there were a few smaller areas of divergence, the major area of difference was that the project visits were less influential for the CLP students than for non-CLP students. This was true for both personal development and organisational development and was also the case in a comparison with the CLP group and all of those who were involved in the SSE 1997–2008 evaluation.

Three of the nine CLP students who responded scored project visits ‘low’ on the influence they had on their personal development (between 0 and 3), whereas by contrast none of the non-CLP students felt the project visits had a low level of influence on their personal development (Figure 4).³³

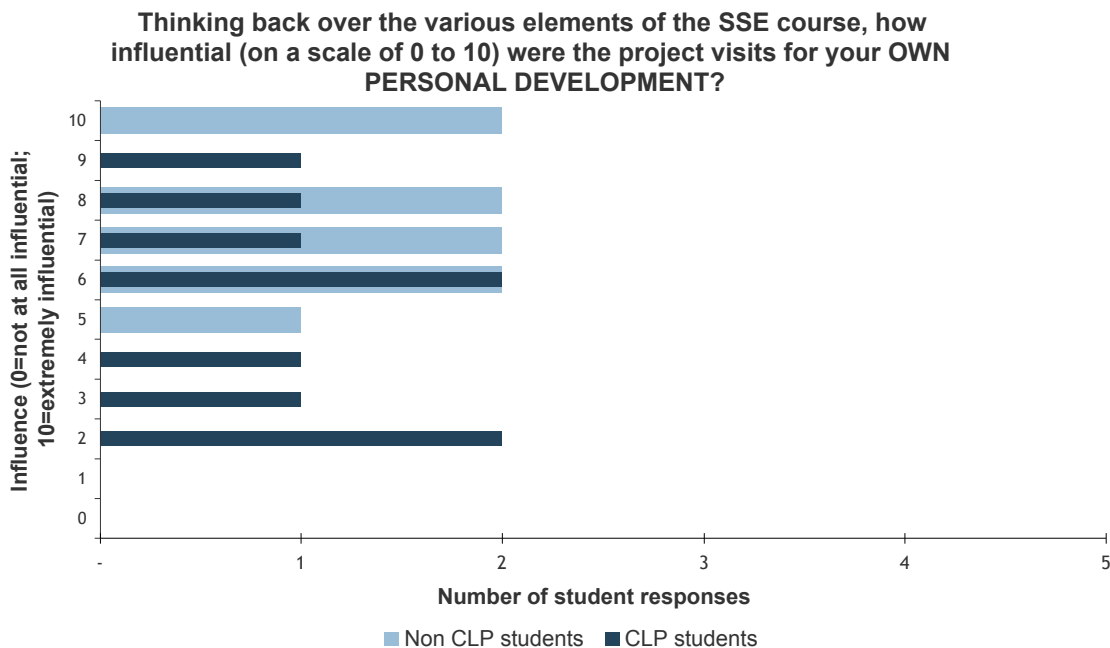


Figure 4: Influence of project visits on personal development.

On first consideration, this could be one indicator of a lack of relevance of project visits in terms of the cultural issues they helped to inform. When discussing this issue in the course of preparing the three case studies, however, it was felt by all three that although some visits were clearly inspirational, there wasn't a specific need for ones with a greater cultural or creative focus. One student responded:

'All the [project] visits...were amazing. Having said that, there could be more project visits with a creative focus maybe, that would be good...but it wasn't an issue for me.'

When asked if the issue was one of creative and cultural focus, the student explained that,

'The project visits themselves really varied...The relevance is about skills, not necessarily creative and cultural relevance. Tim Smitt at Eden was great – and it's an environmental project, so not directly relevant to Streetbeatz, but boy was that inspiring; it was great and inspiring.'

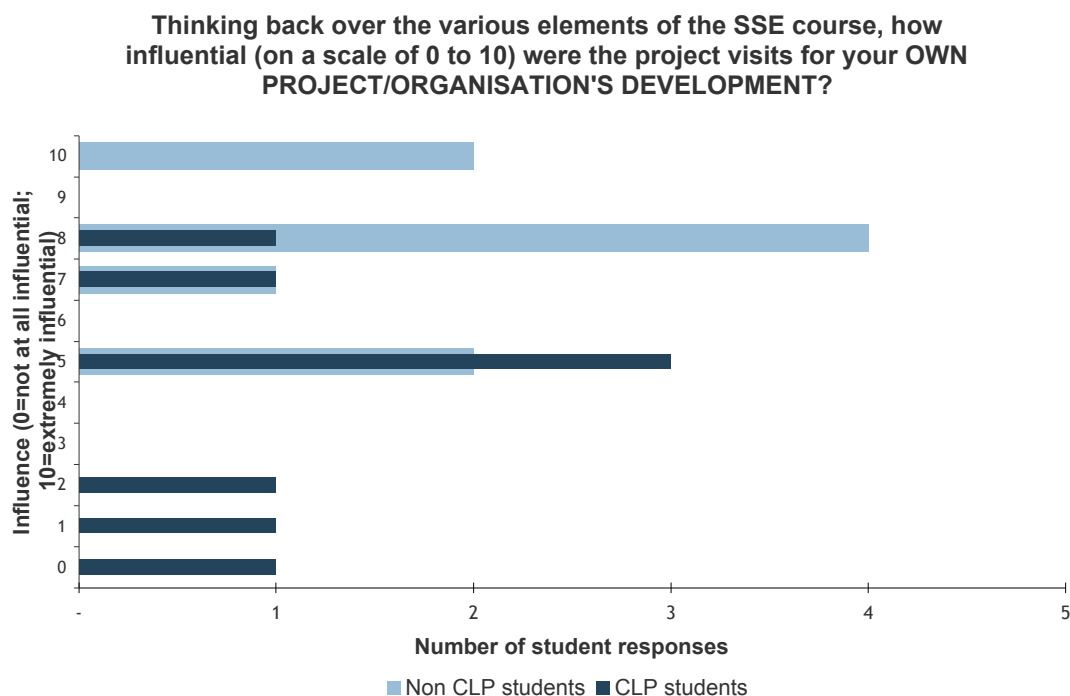


Figure 5: Influence on project/organisation’s development for project visits.

And so it may not be that the project visits weren’t relevant enough, but that where they were lacking, it was more to do with the personal needs of the CLP students around issues other than creativity. Indeed, just because a project visited had a creative focus didn’t ensure it was of help to the students, as the respondent went on:

'At the residential, there was a site visit to an arts and crafts place in Dartington and it just seemed really woolly.'

It is possible that this is a more random occurrence and in this case attribution is difficult to assess. However, it may be symptomatic of the ‘get out what you put in’ aspect of the course, as case study participant Des noted:

'I think the project visits were very beneficial. I was very inspired by everything. It's how you interpret it. Some people are saying, my project's

just starting; well the visits show you the 'finished product', the goal. That's how it can be, so there wasn't any problem for me in that sense.'

Similarly, project visits were less influential for organisational development (Figure 5).³⁴ When discussing this issue for the case studies, all three felt that there wasn't a specific need for more culturally or creatively relevant project visits. In looking at the SSE course questionnaire data, there are no substantial differences in the rating of preparation, project hosting, structure and outcomes, except that CLP students were slightly less satisfied with preparation.

In conclusion, it is fair to say that the influence of project visits and other differences in the course for CLP students was down to a combination of issues relating to relevancy and the personal and organisational needs of the students, rather than simply a lack of cultural or creative visits or witnesses. What emerges as being most relevant to them is exploring and improving how to approach their work in a way that allows them to meet successfully the exigencies of running a financially and commercially successful organisation; this is *as well as, or in combination with*, a creative, cultural, social, economic or environmentally successful organisation. The following section outlines this need.

Taking on the commercial/ financial side

Overall, the experience outlined earlier for personal development between the two groups was very similar. Small differences only emerged in the ability to influence funders, in which the non-CLP group reported a greater increase in their abilities, with more CLP students (2:0) strongly disagreeing that they were able to influence funders and more non-CLP strongly agreeing (4:1).

With a small sample, it is difficult to tell whether this is down to particular characteristics of cultural social entrepreneurs and social entrepreneurs; the question being whether creatively focused people are less likely to be naturally able to do the 'hard skills' necessary to undertake financial related processes. Discussions carried out for the *Good Practice Guide*, revealed that:

*'All the students would like a session(s) on how cultural people can take on the commercial/social and what it means personally and pragmatically to do this. They did not think that this was covered at the moment and related to how artists personally and professionally need to deal with change and what it means for them. They would prefer this kind of discussion near the beginning of the course. I.e. what it is to be a creative leader – marrying the creative with the business-like? In effect, they would like an inspirational artist.'*³⁵

Our earlier analysis suggests that the issue is not "taking on" the *social* aspects of their work "personally and pragmatically" (certainly in comparison with social entrepreneurs) but that for them the commercial/financial side of their work may be an area needing more attention. Further discussion with case study participants generated some further thoughts around this issue. For Des, the financial skills did not represent a particular area of concern but the possibility that particularly creative people may be conscious of 'losing' their creative edge was worth considering:

'All the administration takes away from the creativity so you have to be aware of that.'

For Lauren, it was an issue of diversity and the difficulties financially and commercially of having your attention focussed on multiple bottom lines.

'There is a difference [between cultural social/social entrepreneurs] definitely. I think the more diverse you are the more support you need – the level of support is heightened as my project is social, environmental, economic AND cultural, so I need that coverage across all of them not just social. I was partially supported in the cultural side of things. There wasn't that many links for the cultural side of things directly, but the nature of the course and people is that we seek out and find [the links/ contacts needed]. So I got my cultural links through the cultural leadership programme.'

However, for her, it can be said that this need is being directly addressed at the time of the evaluation through a financially driven mentor who is helping her to focus on the financial growth of her organisation as well as on other areas. This is one way of addressing the need for financial skills rather than incorporating them into a particular course element for everyone: using elements such as the mentoring Lauren received to address specific areas of need. As Kate suggested, it is more an issue of individual tailoring and ownership; with this in place, any focus, whether cultural or social would be allowed to flourish:

"In terms of cultural entrepreneurs and hard skills, I think it would work best to find out at the beginning of the course what the needs of the students are, and then work together with them to design the content of the course... I think if this had happened, we would have had real ownership of the course."

Cultural social entrepreneurs as social entrepreneurs

At this point, it is useful to examine the fifth research question,

What are the similarities (if any) and differences (if any) between cultural social entrepreneurs and other social entrepreneurs? (Either in what they do or the characteristics they might have.)

There are several areas in which cultural social entrepreneurs and other social entrepreneurs can be compared, as represented by Figure 6.

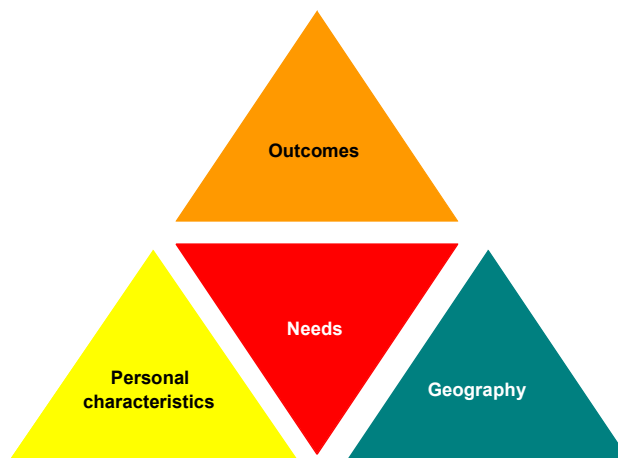


Figure 6: Areas of comparison between cultural social entrepreneurs and social entrepreneurs.

Personal characteristics

From the interviews, LBMF session, and questionnaires there appears to be no distinction in the common personal characteristics between cultural social entrepreneurs and other social entrepreneurs. As the *Good Practice Guide* session revealed, many of the block programme individuals did not see themselves as strictly 'cultural' or 'social' and weren't aware of the

distinction in the group. As Kate from Streetbeatz outlined in the case study interview:

“When...we split the group, we were all really shocked. We had no idea who the cultural entrepreneurs were! So mixing the group didn't actually create a big divide as we were all entrepreneurs together.”

The identities and personal characteristics of the students are more likely to coalesce around the like-mindedness outlined earlier and the outcomes they are aiming for, rather than the means (e.g. creative projects, environmental products or a website). This is also not surprising given that the individuals concerned may have had lives and experiences that do not fit into neat categories of ‘culturally minded’ or ‘socially minded’. For example, when discussing the potential difference between the two groups and whether cultural social entrepreneurs may have more difficulty with financial and ‘hard’ skills due to their focus on creativity, Kate explained:

‘I was a project manager before doing this so I already had some financial skills, such as bookkeeping and so on.’

Outcomes

The CLP-funded SSE programme created a range of outcomes for the students’ organisations and communities. This evaluation has only begun the process of seeking to understand what those outcomes are, but from the questionnaires and a comparison of the case studies and the data collected in the SSE 1997–2007 evaluation, these do not demonstrate any obvious differing patterns or areas of outcomes. Both groups have the potential to, or currently create a range of positive outcomes. Whilst creativity and cultural change are often the focus of the projects and outcomes created, this change is also diverse in addressing varied economic, social and environmental issues.

Geography

SSE requires students to nominate their own geographic or thematic community and places no restriction on what this might be. As with other social entrepreneurs, the CLP students are working within a range of locations and are seeking change throughout the UK and internationally. Furthermore, the creative industries are often seen as precarious fields in which to work, subject to the quickly shifting cultural imperatives and changes in consumer tastes. As such, it was useful to begin to ask whether this has an effect on the cultural social entrepreneurs in this evaluation and if they are working in more challenging environments in this respect. For Des, this was not a problem:

‘I don't think it's more precarious – it could be in the commercial field but I'm very up-to-date with it so it's not a problem.’

Given that the areas in which CLP students are working in are not towards the most commercial end of the spectrum of the creative industries by their nature, then this does not seem to affect them more than if they were involved in any other field.³⁶

Needs

The one area that potentially differentiates the two groups under consideration in this evaluation is *needs*. For a full understanding of this issue, further research and enquiry would be necessary – specifically as

part of the assessment process for each new cohort of students. In light of the retrospective data collected for this evaluation, however, a few differences emerged. We have already noted the need for the CLP students of taking on the commercial/ financial challenges of their work. Furthermore, Table 2 demonstrates the answers from nine of the CLP students in the block programme, nine non-CLP students and also the responses collected from exactly the same question asked in the SSE 1997–2007 Evaluation. As the table shows, over half of the cultural social entrepreneurs felt that the programme was well-suited to their needs, and two neither agreed nor disagreed. Given that they have only just graduated that might be reasonable to expect, as it will take time before they are able to reflect and make a decision. Two CLP students felt that the programme wasn't suited to their needs, one more than the non-CLP students. A greater percentage of the non-CLP students (89 per cent compared to 55.5 per cent) agreed that the programme was well-suited to their needs. This more closely reflects the 86 per cent of the responses collected in the 1997-2007 Evaluation.

Table 2: A comparison to answers for whether people agree or disagree that the programme was well-suited to their needs.

Name	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Response count
CLP students	0 (0%)	2 (22.2%)	2 (22.2%)	4 (44.4%)	1 (11.1%)	9
Non-CLP students	1 (1.1%)	0 (0%)	0 (0%)	5 (55.6%)	3 (33.3%)	9
SSE evaluation 1997-2007	2 (3.4%)	2 (3.4%)	4 (6.8%)	25 (42.4%)	26 (44.1%)	59

Conclusions and recommendations

Drawing on the material highlighted throughout the re-telling of the SSE story and the findings of **nef**'s evaluation, we take each research question in turn, identifying the important headlines, outlining the implications and offering some recommendations that SSE may wish to take into account for future practice and policy development.

1. What are the effects of the programme on the students'

- personal development

- associated impact on their organisations

The cultural social entrepreneurs on the SSE 2007/2008 block programme experienced a range of personal development outcomes. Many of these mirrored those identified in the SSE 1997–2008 evaluation, particularly in terms of:

- The coming together of likeminded people – whether they are cultural social entrepreneurs or other social entrepreneurs.
- Improved communication skills.
- Gaining other skills and knowledge.
- Sense of support from staff.
- The growing organisations.
- Space for reflection and self-discovery.

In the introduction to the LBMF session, each student identified something that they most enjoyed about the work they did. Almost all of them identified the motivation or impact of seeing some form of change and development in other people. As such, increasing their ability to develop, understand and see change in themselves has been of benefit to them in enhancing their abilities to do the same in others.

2. Is SSE meeting its objectives in terms of bringing about sustainable, effective change in communities?

As the students have only just graduated at time of writing, the creation of long-term, effective change in communities will take longer to occur and subsequently fully evaluate. CLP students, however, are able to see long-term change in the wider communities, economies and environments in which they work. In particular:

- The impact on the communities in which the cultural social entrepreneurs (who responded to our call for case studies) are working relies on the **long-term personal development of their users and beneficiaries**. The students' projects provide better access to arts and culture, cultivating their creativity, which contributes to the way those beneficiaries relate to the world around them.
- Personal change has the potential to create **longer-term economic outcomes** for those individuals and communities through increasing opportunities, networks and creating economic outcomes.

2b. Can meeting or not meeting these objectives be attributed to SSE?

While engaging directly with the communities on the ground was beyond the scope of this evaluation, it was able to draw significantly on self-reporting of wider community impact by the students who responded to the questionnaire and who provided material for the case studies. Although self-reporting provides a vital part of the story, it represents a proxy for the next layer of impact and it should be noted that longer-term outcomes will arise out of a multitude of influences for each cultural social entrepreneur. Some of these reported changes might also be part of processes that pre-date their involvement with SSE, making attribution hard to prove. It is also clear that for each of the students, SSE was central to the creation of long-term change and for each student, the role SSE played depended on what their organisation's needs were to achieve those long-term changes.

3. What are the main gaps or the areas of learning and content that have not been provided for by the programme?

For the cohort of CLP students undertaking their studies in this block, the gaps in learning or content they identified related to:

- The space and time provided for reflection.
- The mechanisms for communication between and amongst staff and students.
- The provision of signposting for specific hard skills.

An even more sustained approach to providing time and space for reflection would have helped students to further understand themselves and their fellow students – especially the potential contribution each can make to learning from each other. Likewise the opportunities for students to reflect and feed back more on how the programme was progressing would, in turn, help address the types of difficulties that arose from any communication failures, and prevent the build-up of the frustration that was experienced at certain points throughout the year.

The lack of teaching of hard skills emerged as an issue for a small number of CLP students. This was in line with responses from some of the fellows in the previous evaluation. These related to the financial and commercial aspects of their organisations, and the necessity for these skills as part of their own personal and professional development. Likewise, from the commercial/cultural point of view, project visits and to an extent expert witness sessions (for organisational development) were not as useful or influential for the cultural social entrepreneurs as they had been for the non-CLP students (see below).

4. Is the SSE methodology, which has been developed specifically for social entrepreneurs, effective and most appropriate for cultural entrepreneurs (to an extent, in comparison to other educative institutions in the field)?

SSE has been creating a range of effects and outcomes for a variety of students' personal development as well as impacting on their diverse organisations for over a decade. Because of the similarities in motivations, aspirations and the groups of people that these entrepreneurs are working with, SSE can confidently 'add' cultural social entrepreneurs to those other social entrepreneurs who have benefited.

A networked cohort has developed; this includes those with cultural projects but is not exclusive of others, thus highlighting the similarities between them all. The character and quality of the connections gained are something more than a group of individuals attending the same programme, but generate a variety of personal development outcomes including a sense of solidarity, like-mindedness and the realisation of potential. Engaging with peers, which is fundamental to the SSE approach, can also produce an increase in effectiveness in communicating with other groups whatever their cultural or social focus.

5. What are the similarities (if any) and differences (if any) between cultural social entrepreneurs and other social entrepreneurs? (Either in what they do or the characteristics they might have.)

The one area of difference is in the needs of the students and a particular area of needs focused on the issue of fully taking on and meeting the challenge of being financially and commercially successful as a creative leader and being able to do so in a cultural/creative project. This is also reflected in the need that was identified for hard-skills training around financial and funding issues and in the gaps in learning around the project visits and expert witness sessions.

Recommendations

The following six recommendations relate to specific aspects of what is already a flexible and responsive programme of activity and inquiry. As such it will be well within the capacity of the organisation to consider these within the existing spirit and rigour of the ongoing reflection and review it undertakes in order to achieve the best outcomes for its students.

1. A skills audit at the beginning of the course would allow students to gain a greater understanding of each other, to draw on each other's skills and could be used as an arena in which communication skills are improved via listening and facilitating discussion.³⁷
2. Ensuring that SSE has a range of contacts (informal as well as formal) that it can recommend to students on a range of issues will help to ensure that the SSE methodology continues to cater for the widening diversity in the social enterprise movement. Particularly finding cultural social entrepreneurs who are good at communicating what it is to marry the financial bottom line with the social, economic, environmental *and* cultural objectives will also help to ensure the

SSE methodology continues to have maximum relevance for any future cohort of CLP students.

3. Creative industries are notoriously precarious. This does not appear to have been an issue of concern for these students, but it would be useful and interesting to track their development over the years to see whether there is any difference in their survival rates vis-à-vis other social entrepreneurs.
4. A stricter eye is needed at the way time is managed and made available for programme reflection; good management needs to ensure that action points are formally noted and carried out by staff; thus showing that students' concerns have been listened to. The challenge will be to keep the informal and relaxed atmosphere that is central to the SSE approach, and yet maintain the rigour of good stakeholder engagement.
5. Emphasising the principles and values of 'accountability, transparency and communication' may facilitate easier communication between staff and students. One way in which this could be framed is through a responsiveness commitment such as that found in AccountAbility's AA1000 Assurance Standard, 'to consider and coherently respond (whether negatively or positively) to the aspirations and needs of stakeholders in policies and practices'.³⁸
6. One way of addressing the need for financial skills rather than incorporating them into a particular course element for everyone is to ensure that they are delivered through the mentoring aspect of the programme. It is more an issue of individual tailoring and ownership and with this in place, any focus, whether cultural or social would be allowed to flourish.

It is clear that the combination of support and consistent safe space and time for reflection can be an extremely powerful tool for the personal development of the students. Ensuring that it is present and well managed at all times throughout the course will mean that it continues to have a beneficial effect on the way the students relate to the programme and to each other. Cultural entrepreneurs benefit from meeting and communicating with other cultural and other social entrepreneurs; this in turn leads to the development of a networked cohort, and an efficient learning unit. Such a unit can include those leaders with cultural projects but is not exclusive of others. The character and quality of the connections made is more than the sum of the individuals attending the same programme or the experts sharing their experiences; together they generate a variety of personal and organisational development outcomes that can result in a realisation of true potential.

Appendix 1: Research methodology

In order to explore the personal and organisational transformative effect SSE has on the CLP students the evaluation required a combination of research methods that included a range of participative evaluation techniques.

Research approach

The methodology for this evaluation was developed in close consultation with SSE and is rooted in a set of principles that underpin **nef**'s approach to measurement. These principles can be summarised as follows:³⁹

- **Looking beyond outputs** – **nef**'s approach aims to evaluate the longer-term and deeper change and impacts of the SSE programme on the individuals, and the organisations and communities they serve and to address the change that is not normally captured by traditional output analysis.
- **Illustrate the story behind the numbers** – This is about knowing how (not just whether) SSE brings about change, and requires an effort to understand the narrative of how outputs lead to the longer-term outcomes and impacts.
- **Make it a conversation** – A search for a meaningful narrative requires a dialogue, rather than a mere extraction of data. By providing a common language, measurement becomes a tool for enhancing participatory democracy.
- **The process is as important as the outcome** – If it includes all of the above elements then measurement can build confidence and ownership and contribute to the sustainability and effectiveness of an initiative.

The participative approach employed for this evaluation integrated learning and aimed to develop skills for the individuals and organisations involved. It represents measurement with the dual aims of proving *and* improving.⁴⁰ The evaluation was undertaken through six stages deploying both qualitative and quantitative data collection and analysis.

Stage One: Initial scoping and sourcing of research

The evaluation draws upon data collection methods outlined below but also on existing and previous SSE data collection activity. Alongside a process of stakeholder mapping carried out in conversation with staff at SSE, the

first stage of the evaluation involved a review of the available data from previous research as well as more recent information and formative data on the CLP students in the current cohort. These activities ensured the evaluation would be situated in:

- Understanding how the evaluation would best compliment the previous **nef** SSE evaluation.
- Understanding how SSE will best make use of the findings.
- Ensuring that the evaluation is rooted in a stakeholder approach to measurement.

Each individual's own assessment of distance travelled, carried out with an SSE member of staff in April 2007 and then again in March 2008 was particularly useful for personal development analysis. In addition, the researcher made use of Project Assessment forms (again completed in April 2007 and March 2008) which provided data on the impact of the programme on the students' organisations.

For this evaluation it was important to include as many as possible of the twelve students who were initially funded by the CLP Programme. From that twelve, one student dropped out of the course part of the way through, one student didn't graduate and a third student was not able to respond. Whilst this evaluation attempted to gather data from all the students, the final sample included nine of the twelve CLP students, all of whom completed the course.

Stage Two: Look Back Move Forward tool

Following initial desk research, **nef** organised a two-hour workshop using the Look Back Move Forward (LBMF) tool. This session explored the impact of the year-long programme on the students in terms of personal development as well as the question of whether the SSE's methodology is effective and appropriate for cultural entrepreneurs.

LBMF is a participative project evaluation and learning tool which guides a two-hour self-facilitated workshop that focuses on an interactive poster. The poster gives participants the opportunity to reflect on a project they have worked on together from a number of different perspectives, as well as to compare and learn from each other's experiences. The finished poster provides a visual record of the participant's views on the project, which can be used for discussion and learning. The group as a whole then discusses the highs and lows looking for any connections, similarities or differences between the points that different groups came up with. Next the whole group considers what difference the project has made and any unintended effects. They then reflect on what could have been done differently. All of this information is recorded on the poster or associated flipcharts.⁴¹

During the session, in addition to the **nef** facilitator, a **nef** researcher was present to conduct semi-detached participant observation of the workshop process and record additional comments made about the programme to complement those captured on the poster.

Stage Three: Coding and identification of indicators

Using the material generated from the LBMF exercises, **nef** investigated recurring themes in order to refine the list of key indicators already chosen

for the previous evaluation to evaluate the SSE's impacts. In order to do this, LBMF poster data were colour-coded⁴² to highlight personal, organisational and wider community impacts as a means of conceptually organising what was a large body of material into a defined set of theoretical memos. The emerging important and recurring themes were then identified from the poster, other existing data, and theoretical memos using a process known as 'analytic induction'.

Stage Four: Questionnaire

Drawing on indicators used in the previous evaluation, a formal, self-completed, online questionnaire provided an opportunity to explore in more detail the issues identified in the LBMF workshop. These were combined with questions that were already in place to be asked about the course elements as part of the SSE's own student feedback survey. The aim of the survey was to investigate the personal development of the students during and immediately after the end of the programme, as well as the associated impact of the programme on the organisations that the students were leading or establishing at the time. It also provided data for exploring whether the SSE's methodology was most effective for the cultural social entrepreneurs taking part in the programme, as well as to begin to unpack the SSE's impact on wider communities.

The questionnaire, which gave respondents the opportunity to remain anonymous, deployed a number of different question types in order to provide different perspectives on finding information. These included a mixture of respondent variables for classifying responses, such as attitude batteries (e.g. levels of satisfaction) and open-ended questions. All presented data are based on responses from the nine students who completed the questionnaire. Percentages are correct for this self-selected sample, and in the view of the researchers provide the best indication available of the way the total population of CLP students would respond.

Stage Five: Case studies

Case studies were chosen to investigate the organisations' impacts and the longer-term change on the communities, environment and economies that they bring about. In particular they provide an overview of the potential for impact of students' work in their communities, economically, socially and, where applicable, environmentally. They were also used to follow up any areas of enquiry that arose from the questionnaire data that needed further understanding or data and in particular to explore research questions 4 and 5 on the appropriateness of the methodology to cultural social entrepreneurs.

Following discussions with the SSE management team, individuals and organisations were selected as case studies from the group of nine who had responded to the questionnaire. Two had been involved in the LBMF session. Given the small sample it is important to emphasise the limitations of conducting three interviews with the participants as these are meant to give only an indication of impacts happening in the communities of the students. The students were interviewed by a **nef** researcher. The protocol for the conversations is reproduced in Appendix 2.

Table 3: Needs title

Name	Organisation	Mission
Des Powell	Streetfusion	This project aims to increase access to the arts in deprived areas within the London borough of Brent. It aims to establish music and other arts training programmes designed to capture the interest of young disaffected people who have little or nothing to stimulate their interest, and engage them in an art form they enjoy and admire whilst increasing their skills, creativity and enhancing their self-belief.
Kate Ryan	Streetbeatz	An organisation that designs and delivers programmes of community cohesion and mediation. Streetbeatz is the first programme being offered by the company and brings together young people at risk and the police using drama and music (drumming).
Lauren Craig	Thinking Flowers?	The Thinking Flowers? project is a multifaceted idea for the establishment of a social organisation located in central London. Thinking Flowers? aims to provide a sustainable floral design and installation service to London-based organisations and individuals. Other aspects of the project include sustainable flower growing, workshops and creative apprenticeships for people with dyslexia.

Stage Six: Analysis

Basic analysis of the questionnaire responses was compiled automatically through the Survey Monkey software. Further quantitative analysis was then carried out, first to draw out the stories elicited from each question and then to uncover particular recurring themes.

Interview transcripts were coded where necessary to group obvious themes and underlying processes at work, whilst theoretical memos were used to allow ideas to emerge more fluently whilst conducting analysis. The interviews were reviewed by moving from the event as a whole and then considering smaller constituent elements and speech. Throughout all interviews and analysis, awareness of issues of authority, personal attributes and 'situation' was kept continually in mind.

Stakeholders and responsiveness

This evaluation is focused on a commitment to consider and coherently respond (whether negatively or positively) to the aspirations and needs of the organisation's stakeholders and draws on AccountAbility's 'Responsiveness' principle for assurance. The final report emerged out of a process of consideration and response of all the stakeholders' views

expressed through the evaluation process and a subsequent judgement about whether they were material (or crucial for stakeholders to make decisions about the organisation) for the final report.

Appendix 2: Protocol for case study interviews

Semi-structured questions for conversational interview.

Thanks and intro chat about what the organisation/project does

Your project

1. Can you describe the long-term changes for people and communities that xxxxxx organisation has created or been part of and what role has SSE played in these long-term impacts?
2. What would have happened to the environment/people/economy [relate to their work] if you weren't there? (*Capturing the long-term impact of social enterprise as a preventative solution as well as a 'plaster'.*)
3. Do you know of anyone in your community who has gone on to create change as a result of working with you or by being inspired by your work? Has anyone else identified areas where they can make a difference or other problems to solve?
4. When I was doing the analysis of the questionnaires, I noticed that overall (essentially), the Cultural Leaders Programme people felt the Residential week had a big influence on them and the Project Visits were less influential and useful. But the non-CLP people thought the opposite – they thought the project visits were influential and the residential week wasn't. Any thoughts on why that was?
5. As a cultural social entrepreneur, was there anything about the course that wasn't suited to you or that you could improve?
6. Do you think there is any difference between cultural social entrepreneurs and other social entrepreneurs?
7. Are creative industries more precarious? Are creative people less likely to be naturally able to do 'hard skills' financial/organisational stuff?
8. Will you keep in touch with the rest of the CLP students?

Warm down – (How do you see the future for yourself, your organisation developing?)

Thanks, reminder of sending case study to them for 'sign off'.

Endnotes

¹ These are aggregate figures obtained by combining respondents' answers.

² SSE has since developed and introduced a student needs assessment for this purpose.

³ Murray R, Cooper M, Sanfilippo L (2006) *School for Social Entrepreneurs: a nef evaluation study* (London: **nef**).

⁴ Pratt A, Hesmondhalgh D (2005) 'Cultural industries and cultural policy' *International Journal of Cultural Policy* **11**: 1–14.

⁵

http://www.culture.gov.uk/Reference_library/Publications/archive_2001/ci_mapping_doc_2001.htm

⁶ DCMS (2008) *The culture and sport improvement strategy: a passion for excellence* (London: Department for Culture, Media & Sport) p4. Produced jointly with DCMS and other partners.

⁷ www.culturalleadership.org.uk

⁸ Hutton W, O'Keeffe A, Schneider P, Andari R, Bakhshsi H (2007) 'Staying ahead: the economic performance of the UK's creative industries' (London: The Work Foundation).

<http://www.theworkfoundation.com/products/publications/azpublications/creativeindustries.aspx>

⁹ DCMS (2008) *op. cit.*

¹⁰ Sanfilippo L, Cooper M, Kjell P, Marks N, Murray R, Shah H, Somers A (2005) *Proving and improving: a quality and impact toolkit for social enterprise* (London: **nef**). www.proveandimprove.org

¹¹ Defined in the Oxford Dictionary of English (2006), Oxford University Press, as 'the imparting or exchanging of information by speaking, writing, or using some other medium'. Also taken here to encompass listening; understanding other people's perspective.

¹² In using participant observation at the students' graduation it was clear by the pride and happiness in the way they presented their projects that they felt their communication skills had improved overall.

¹³ www.happy.co.uk

¹⁴ Murray R, Cooper M, Sanfilippo L (2007) *Evaluation of the School for Social Entrepreneurs 1997-2007*, nef (new economics foundation)

¹⁵ Harding R. (2006) *Social Entrepreneurship Monitor United Kingdom GEM / Barclays*, (London: London Business School).

¹⁶ There was general agreement in the LBMF session that the presentation on the history and purpose of SSE was a high point of the course as it helped to clarify the 'big picture' of the course they were on.

¹⁷ See time and space section for more information.

¹⁸ This line of enquiry is developed further in the Communication section.

¹⁹ This point also corresponds to Andrea Westall's discussions for the *Good Practice Guide*.

²⁰ SSE has introduced a network-wide quality system, including a *Good Practice Guide* and quality standards. The *Good Practice Guide* includes documents and processes for student needs assessment, student feedback, distance travelled measurements and so on. As part of the work for CLP, SSE is developing a summary version of the *Good Practice Guide* for designing and delivering learning programmes for cultural entrepreneurs.

²¹ *Good Practice Guide* Andrea Westall notes.

²² Quote from questionnaire.

²³ In this case, whilst 2 students disagreed, the two who were non-committal suggest that they weren't sure of whether there was a space for reflection and can be used as an indicator with the other two 'disagree' answers, that this was an issue for some.

²⁴ Murray *et al.* (2007) *op. cit.* for further information on the activities themselves and skills and knowledge outcomes.

²⁵ SSE has since incorporated a skills audit following this finding. See Recommendations for further information.

²⁶ These are aggregate figures obtained by combining respondents' answers.

²⁷ One of these students decided not to continue with his organisation and instead pursued other employment avenues.

²⁸ Increased income for Student 9's employer, but decided to postpone his own organisation

²⁹ School for Social Entrepreneurs (2006) *The role and approach of SSE*. Internal document.

³⁰ It should be noted that a large part of this came from non-CLP students and whilst it is still worthy of consideration and relevant to some of the CLP

students, a full examination of this issue is outside the scope of the brief, but data collected will be made available to the SSE.

³¹ SSE staff high points and low points by email.

³² The high number of students answering 'n/a' for mentoring reflects the fact that many students had yet to be assigned a mentor at the time of the evaluation.

³³ This number also corresponds with the SSE evaluation where 8 out of 59 students marked Project Visits between 0 and 3. Fewer than three times more than the CLP students here, but with almost seven times more respondents.

³⁴ Again, this also corresponds with the data given in the main SSE evaluation where only 4 respondents rated both expert witness sessions and project visits anywhere on the scale at 0-3. This is one less than for the CLP evaluation but with 59 respondents as apposed to 9.

³⁵ *Good Practice Guide* Andrea Westall notes.

³⁶ CLP funder comment: 'I think there are many similarities in the mindset and motivations of social and cultural entrepreneurs, many operating within similar models e.g. the charity - where there might be most divergence is as cultural entrepreneurs veer to the commercial end of the creative industries i.e. music, design and advertising (these fall within CLP's remit).'

³⁷ SSE has since developed and introduced a student needs assessment for this purpose.

³⁸ <http://www.accountability21.net>

³⁹ This approach was also combined with understanding and experience of using nef's ten elements for proving and improving:
<http://www.proveandimprove.org/new/getst/index.php>

⁴⁰ Sanfilippo *et al.* (2005) *op. cit.*

⁴¹ <http://www.proveandimprove.org/new/tools/lookbackmoveforward.php> for more details on LBMF.

⁴² Coding operates by linking different instances of the same characteristic within the total dataset, and thus fragments of data are brought together into categories which have some property or element in common. These categorisations help to organise the materials in such a way that interesting relationships can be identified.