

Intellectual Output 2

Report on Targets' Needs Analysis

Control Sheet

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Abstract	This report offers the 'situational' context and background for the game, providing both the rationale for supporting social entrepreneurship and insight to support of key components of the game. To this end, it discusses the political context and impact of social economy enterprises, training needs of disadvantaged adults (most notably unemployed), the need for and competence portfolio of the game facilitator and draws some conclusions also for upcoming work on the project.
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About Social Seducement

The Social Seducement project is co-funded by the European Commission in the frame of the Erasmus plus programme and running for 3 years (September 2014 to August 2017). It aims to develop the key competences and skills of adults with disadvantages, and in particular unemployed adults, to help them start up a collaborative enterprise.

Our approach is to set up an educational process which mobilises unknown or hidden capacities via an empowering learning process.

We will do this by:

- ♦ **Designing an online role-play game** to develop, enhance and promote social entrepreneurial skills
- ♦ **Enhancing collaboration among training centres, employment agencies, social economy enterprises** to test the Social Seducement online roleplay game
- ♦ **Establishing a European network of facilitators** who will have the mission to a) guide unemployed learners through the Social Seducement game, supporting and mediating their learning process and b) promote the use of the Social Seducement game in Europe to foster the acquisition of social entrepreneurship skills in an innovative way.

With Social Seducement we aim to strengthen the cooperation between education and training, work and the social economy, non-profit and voluntary sectors, in a EU dimension, Social Seducement to maximise impact on individuals and our game.

To know more about the project please visit our website: [www. socialseducement.net](http://www.socialseducement.net)

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Executive Summary

EU-level political interest in the social economy as a contributor to EU economic growth and as a means to support social inclusion has been growing since the onset of the financial, economic and social crisis in Europe. Many consider the social economy as an important instrument for re-integrating people into the labour market and society, and for lifting individuals out of poverty. Some even go further and perceive this kind of enterprise in general as an alternative to a failing economic system.

The significant social and economic impact that these kinds of businesses can have has been demonstrated through a number of studies over the years. These have shown that through promoting cooperation and team work, contribution of individual competences to a group effort, focus on human being and related principles of solidarity and mutual support, meeting the specific needs of a community, being partners of civil society and local or regional authorities social economy enterprises can address some prevalent barriers to employment for disadvantaged people.

Thus, whilst not a 'deus ex machina', for people with disadvantages who are long-term unemployed *and contemplating starting their own business*, collective entrepreneurship can be a precious option. These groups also face a broad range of barriers when trying to enter the labour market and, arguably also when engaging in the entrepreneurial process. These include: dispositional barriers (a lack of confidence, risk averseness), informational and situational barriers (e.g. lack of knowledge and access to relevant training, lack of access to capital, both financial and social). Of course, it is difficult to generalise and much depends on the specific context within which a person is raised, lives and works.

Training is one way to work with these issues, especially when designed to be open to personal priorities and needs. As our Guide to Game Development shows, serious online role play games in particular can offer empowering simulation of the entrepreneurial process in a safe, risk-free environment. These findings from the literature are confirmed by our survey which suggests a strong potential of serious games by promoting curiosity, creating less resistance to express opinions due to the use of avatars and providing opportunities to practice collective decision-making without real risk-taking. However, our survey also shows that even at the level of content there is rather scarce supply for this demographic in the countries covered by the Social Seducement project, including a dearth of serious games that are publically accessible and free.

A particularly striking result of the survey was the perceived discrepancy among respondents of the topics that should be covered by a serious online role play game to train unemployed people in becoming social entrepreneurs and the supply of related training provision locally:

- In terms of **competences considered most relevant for setting up and running a social economy enterprise**, Our respondents considered **soft skills** such as planning and goal setting (56.5%), problem solving (54,1%) and strategic thinking (51.8 %) as

the most relevant, closely followed by ability to make decisions. Yet local training provision on these appears to be low.

- In terms of general professional competences, **Interpersonal skills** (e.g. capacity to work in team, empathy, capacity to listening ...) are considered as the most relevant by four out of five respondents, followed by the ability to organise (e.g. self-organise and organise teams and activities) selected by about 70% of respondents. These are considered far more important than the more hard or technical business skills, such as “understanding and monitoring the business environment” (selected by about one out of two) and digital skills (one out of five). Once again, **the local provision for the soft skills mentioned is quite limited**. Thus, covering this training need is especially relevant. This is the case independent of country context.

The basic approach of the Social Seducement online role play game, based on experiential learning in groups, is therefore supported by our primary research. However, the nature of the game (a group game played in the online space), target group and subject matter require a facilitator. This is corroborated not only by our review of other SORPG but also by our survey where respondents felt that a facilitator / moderator to help people play the game was the third most important factor for engaging people into playing (45.2 % of respondents rating this item as one of the top three engagement factors). Our facilitator competence portfolio lists the range of competences (and levels) that this role requires. The Social Seducement facilitator training will be designed in a way that ensures a minimum similar level of competence amongst all those participating in the piloting.

Introduction

This report presents an analysis of the training needs of unemployed adults who either want to set up or are in the process of setting up their own collaborative social enterprise. It is the second intellectual output produced by the Social Seducement project, which is funded by the European Commission's Erasmus+ programme (Grant agreement number 2014-1-UK01-KA200-001830).

1. Background and context to the project

Social Seducement aims to support grassroots entrepreneurial activities by developing and scaling an innovative training tool – an online role play game – which can be used by development and training agencies to facilitate access to social entrepreneurship for disadvantaged groups.

Today's disadvantaged groups face particularly high risks of being marginalised in the labour market. Lack of education and training traps people in low-skilled and low-wage work with no prospects of upward mobility. The recession that has gripped EU member states for the last years makes it harder to achieve the labour market inclusion of disabled people. In all but one EU member state (the UK), migrants tend to have lower employment rates than non-migrants, with a particular challenge being the labour market inclusion of migrants with tertiary education.

Yet, unemployment is one of the main factors both creating and perpetuating social and economic disadvantages for individuals in today's EU. Today some 26 million EU residents are unemployed and actively seeking work, representing 10,7% of the labour force. There are discouraged workers that have given up looking for jobs and people outside the labour market, who may welcome new working opportunities [EUROSTAT 2012]. The deep crisis Europe is facing since 2008 is not only economical but also ecological, social and cultural. In 2011, 24% of EU population was at risk of social exclusion.

One promising area to address these problems is the promotion of business creation by people who are disadvantaged in entrepreneurship and self-employment. In the last years the employment losses were concentrated among temporary and permanent employees and overall there was job-creation among the self-employed. A great example is represented by cooperative enterprises. According to the ILO an increase of cooperative start-ups has been noticed, showing resilience over the last 165 years, adapting to different political regimes, continuously integrating new needs and aspirations linked to the deep social and economic transformation through democratically controlled enterprises.

Role play games are more and more often used as tools to support education programme at all levels, for business-plan developments, also for instilling entrepreneurial skills or even for simulating businesses start up or to support existing entrepreneurs to enhance resilience or business competences, also in social entrepreneurship.

In this context, Social Seducement intends to identify and use the potential of on-line game to facilitate the access to training for unemployed adults, to increase productivity through fun, while allowing the shift from costly and infrastructure-heavy training and development programmes to more flexible contextual learning models that allow people to develop emerging new skills showing how the gaming experience can fulfil the function of incubator.

1.1 This report

This report offers the 'situational' context and background for the game, providing both the rationale for supporting social entrepreneurship and insight to support of key components of the game. It addresses three broad themes ('reports'):

- I. existing EU practices regarding access to (self)entrepreneurship options for disadvantaged people,
- II. the results of the consortium field-work – survey and focus groups on training needs of people with disadvantages in setting up social economy enterprises,
- III. the collection and organisation in portfolios of the required competences for the game facilitators and for the game players.

Following this introduction, **chapter 2** outlines the current political and economic context for entrepreneurship options by and for people with disadvantages in the current EU. It discusses the political drives to support social entrepreneurship and its known impacts in terms of its contribution to social inclusion and social policies. The chapter also considers the breadth and multiplicity of concepts mentioned in the application form to provide definitions and hence clarifications of the scope of the Social Seducement project. It then focuses on discussing the potentials and current barriers for people with disadvantages (most notably the long-term unemployed) to become social entrepreneurs. Chapter 2 also includes the key features of successful social entrepreneurs as a result of a fieldwork on existing practices examples.

Chapter 3 presents the findings from the Social Seducement survey on the training needs of unemployed people interested in setting up a collective social enterprise. This includes a presentation of motivational and dis-engagement factors, as well as a short discussion of the roles of systems and structures for engaging our target group in the online serious role play game training. Survey results are considered in the context of training opportunities currently provided.

Chapter 4 develops the argument for, and competence portfolio of, the facilitator role in the Social Seducement serious online role play game. It starts off by explaining why the role of the facilitator is important and needed, then continues to explain the scope of this role in order to present a competence portfolio. The chapter concludes by looking ahead to the question of how to identify and train the Social Seducement facilitators.

Chapter 5 will conclude this report by summarising the key messages from the preceding analysis.

As the content of this report and intellectual output 1 are closely interlinked, both reports cross-reference each other at a number of instances. Intellectual Output 1 covers the game design.

2. The Social Economy: context, opportunities and challenges for the disadvantaged

A main objective of the Social Seducement project is to have a closer look at the potential of social economy entrepreneurship - which seems to gain momentum on national agendas and EU policies - when it comes to fostering re-integration of disadvantaged persons into the labour market.

This chapter first of all outlines the place of social economy entrepreneurship on the EU policy agenda and its link with other EU strategies and policies fostering social inclusion and employment. It then discusses the definition of social economy/social enterprise and provides some examples of the different legal forms these enterprises might take. Furthermore, the chapter will highlight the impact social economy enterprises might have and then analyse the barriers people with disadvantages (might) face when seeking to (re-)enter the labour market and becoming entrepreneurs. This chapter therefore sets the broader context for the subsequent sections of this report, which deal more specifically with the training aspects of the game.

As an annex to the report there is a presentation of a set of examples of successful social entrepreneurs, collected in the EU – starting from the project partner countries. Those case studies have been used both for depicting the current implementation of the EU and national strategies in the social economy area, and for fostering the model of the Social Seducement game.

2.1 The current EU policy context on social economy enterprise creation

EU policies on the social economy have existed since the late 1980s. However, since the beginning of the financial, economic and social crisis in Europe, the interest in social economy and the broader concept of social enterprise (also as an enterprise set up and managed by a single entrepreneur) have increased both at EU level and also at the national level. Many consider the social economy as an important instrument for re-integrating people into the labour market and into society and for lifting persons out of poverty. Some go even further and perceive this kind of enterprise in general as an alternative to a failing economic system.

For a long time, the issue was dealt with predominantly in the framework of policies linked to social inclusion and creation of employment. The focus, however, was above all on employment created *for* rather than *by* disadvantaged persons. This was done mostly through initiatives promoted by the European Commission's DG Employment and Social Affairs and the European Social Fund, with some initiatives, often specifically on

cooperatives, launched also by DG Enterprise. In 1997, the Councils, too, quoted the social economy as a tool to promote employment in Europe, alongside local authorities, within the European Employment Strategy.

Another key EU initiative which shed light on the great potential of the social economy to fight against inequalities and discrimination within the labour market and beyond was the EQUAL Community Initiative, run under the European Social Fund in the 2000-2006 programming period.

In 2009, the European Parliament adopted an own initiative report on the Social Economy¹ in which it stresses that "social economy values are highly consistent with the common EU objectives of social inclusion and (...) decent employment, training and re-inclusion should be linked thereto". The report further emphasises that "the social economy has demonstrated that it can greatly improve the social status of disadvantaged people (...) and that it has a substantial capacity for social innovation, encouraging those facing difficulty to find solutions to their own social problems (...)". The opinion also encouraged EU decision-makers and Member States to promote social economy entrepreneurship throughout a number of different policies (going beyond social inclusion and employment).

In April 2011, the European Commission published the Communication "Single Market Act - Twelve levers to boost growth and strengthen confidence".² This announced that "within the framework of the European Platform against Poverty and Social Exclusion, the Commission will support the development of the social economy as an instrument for active inclusion by proposing, in 2011, a "Social Business Initiative" and by facilitating access to the Union's financial programmes for use in this area." The European Platform against Poverty and Social Exclusion is one of the five flagship initiatives of the Europe 2020 strategy for "smart, inclusive and sustainable growth" which tries to link the social, economic and entrepreneurial as well as environmental dimension of development.

The "Social Business Initiative - Creating a Favourable Climate for social Enterprise, Key Stakeholders in the Social Economy and Innovation"³ (SBI) was released by the European Commission in October 2011. It contains a number of measures aimed at raising the visibility of social economy and social enterprise, promoting capacity-building among (potential) entrepreneurs, improving the legal environment for this type of enterprise and promoting access to finance. These provisions clearly have the objective to foster the start-up of social economy enterprises also *by* disadvantaged groups and persons. Three Directorate-General are mainly involved in the implementation of the actions: DG

¹ European Parliament (2009) Report on Social Economy, Committee on Employment and Social Affairs: 2008/2250 (INI), <http://socialeconomy.itcilo.org/en/files/docs/european-parliament-report-on-social-economy.pdf>

² European Commission (2011) "Single Market Act. Twelve levers to boost growth and strengthen confidence, COM (2011) 206 final, <http://eur-lex.europa.eu/procedure/EN/200376>

³ European Commission (2011) Social Business Initiative Creating a favourable climate for social enterprises, key stakeholders in the social economy and innovation, COM (2011) 682 final, http://ec.europa.eu/internal_market/social_business/docs/COM2011_682_en.pdf

Enterprise, DG Employment and Social Affairs and DG Internal Market and Services, the latter coordinating all activities.

Among the measures that were (re-)launched in recent years are, for instance:

- Microfinance and financial tools (under the PROGRESS, later EaSI programme, but also under the Horizon 2020 programme), which, among others, aim to increase access to, and the availability of, microfinance for vulnerable groups who want to set up or develop their business and micro-enterprises.⁴
- Promotion of capacity-building and training of (future) social economy entrepreneurs, e.g. under the Erasmus + programme, but also in the framework of the European Structural and Investment Funds.

In the case of the European Structural and Investment Funds, a new approach towards social economy and social enterprise is also visible: The promotion of social (economy) enterprise figures among the investment priorities not only under the European Social Fund⁵ and the topic "social inclusion", but also under the European Regional Development Fund⁶. Indeed, a search of the ESF database for social entrepreneurship and new business creation yields 122 results for relevant training, development and other options.⁷

Finally, social economy enterprises are considered one potential beneficiary (among others) in the recently launched European Fund for Strategic Investments. They are considered part of a strategy which is supposed to be "complementary to the objective of economic, social and territorial cohesion across the EU"⁸.

These are just some examples of EU legislation and initiatives in which a clear link between the concepts of "social economy", "entrepreneurship (of disadvantaged groups)" and "social inclusion" is made which demonstrate the growing political interest in this form of business activity at EU level. The initiatives referred to above show the increasing recognition, among EU policy-makers, of the added value social economy is able to deliver in terms of creation of employment and economic activity, but also and in particular with regard to social inclusion and capacity-building/empowerment of disadvantaged persons (and beyond).

Also international organisations such as the OECD are exploring more in-depth the potential of the social economy. This happens, for example, in the framework of

⁴ http://www.eif.org/what_we_do/microfinance/easi/index.htm

⁵ Regulation (EU) No 1304/2013, <https://ec.europa.eu/digital-agenda/en/news/regulation-eu-no-13042013-european-parliament-and-council>

⁶ Regulation (EU) No 1301/2013, <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2013:347:0289:0302:EN:PDF>

⁷ http://ec.europa.eu/social/esf_projects/result2.cfm

⁸ Regulation (EU) 2015/2017,

programmes such as LEED (Local Economic and Employment Development) or in the context of initiatives linked to "inclusive entrepreneurship"⁹.

The following sub-chapters will analyse this added value more in-depth, following an excursion, in the next section, to some clarifications of terminology.

2.2 What are social economy enterprises? Some definitions

A number of concepts are currently used - in a sometimes rather confusing way - to describe entrepreneurial action that is in some way or other linked to social inclusion, employment creation for disadvantaged groups, the generation of an added social value for the community etc.. In the following paragraph two definitions will be shown.

Social Economy Europe, the EU-level representative organisation for the Social Economy, defines the "**social economy**" through seven key principles¹⁰:

- 1) The primacy of the individual and the social objective over capital;
- 2) Voluntary and open membership;
- 3) Democratic control by the membership;
- 4) The combination of the interests of members/users and/or the general interest;
- 5) The defence and application of the principle of solidarity and responsibility;
- 6) Autonomous management and independence from public authorities;
- 7) The essential surplus is used to carry out sustainable development objectives, services of interest to members or of general interest¹¹.

⁹ The term "inclusive entrepreneurship" is used in different contexts and definitions differ (depending on the respective context). It is used to describe entrepreneurship of persons belonging to different groups of society, including those considered as 'disadvantaged' groups, but also entrepreneurial initiatives aiming to associate and/or employ persons with different background. Social economy enterprises are considered as enterprises practising such 'inclusive entrepreneurship' approach. "Inclusive entrepreneurship policies" aim to create the conducive legal environment as well as appropriate and accessible support systems that would enable potential entrepreneurs from whatever group/of whatever background to establish their undertaking. See also OECD (2014) The Missing Entrepreneurs. Policies for Inclusive Entrepreneurship in Europe. 2014, <http://www.oecd.org/industry/the-missing-entrepreneurs-2014-9789264213593-en.htm>

¹⁰ The European Parliament largely followed this definition in its own-initiative opinion on Social Economy - 2008/2250 (INI).

¹¹ Charter Social Economy Europe

The origins of this definition refer to the characteristics of cooperatives, mutual societies, associations and foundations that represent examples of "**collective entrepreneurship**" (managing an enterprise and sharing the ownership of this enterprise with at least another partner). Based on all the aforementioned features, also other forms of enterprises, such as German gGmbHs (limited companies with the aim to serve the general interest) or Community Interest Companies (CICs) from the UK are considered, also by the European Commission, part of the social economy¹². The legal forms of social (economy) enterprises differ from country to country (see also box overleaf).

The **European Commission**, in its Social Business Initiative and diverse publications, uses the *broader concept* of "**social economy and social enterprise**".

"A social enterprise is an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities." ¹³

According to the European Commission, social enterprises are thus those enterprises:

- "for which the social or societal objective of the common good is the reason for the commercial activity, often in the form of a high level of social innovation,
- (...) where profits are mainly reinvested with a view to achieving this social objective,
- where the method of organisation or ownership system reflects their mission,
- using democratic or participatory principles or focusing on social justice." ¹⁴

This concept includes also enterprises set up, owned and managed by single entrepreneurs. Moreover, the "participation" aspect is defined in a way that leaves more room for interpretation.

Social Seducement aims to explore and foster the creation of enterprises **by a group of persons**. The certainty not to be "on his/her own" as well as the opportunity to work in a team, to share risks and to mutualise competences, knowledge and resources are, according to the experience of Social Seducement partners representing social economy actors, not to be underestimated when it comes to promoting entrepreneurship among disadvantaged groups (more analysis on this issue can be found in the following sub-chapters). **Project activities therefore stick to the definition of social economy such as it is provided by Social Economy Europe, as the collective character of the**

¹² European Commission (2013) Social economy and social entrepreneurship. Social Europe Guide. Volume 4. p. 34ff.

¹³ COM (2011) 682 final: p. 2

¹⁴ COM (2011) 682 final: p. 2ff.

enterprise is most explicit here. This definition covers all of the legal forms of social enterprise outlined in the box overleaf.

Different types of social economy enterprises

Social economy enterprises can take a number of forms, some common ones are defined below.

Cooperatives. The European Economic and Social Committee, in its report "The Social Economy in the European Union" points to different type of legislation applying to cooperatives in different EU Member States. Depending on the legal context, cooperatives may thus also operate under different legal forms of enterprises ranging from commercial companies (with specific rules laid down in the articles of association) to civil associations and other type of organisations. However, most of them share common principles that go back to the historical roots of the cooperative movement and they accept the principles figuring in the Statute for a European Cooperative Society: ¹⁵

"(7) Cooperatives are primarily groups of persons or legal entities with particular operating principles that are different from those of other economic agents. These include the principles of democratic structure and control and the distribution of the net profit for the financial year on an equitable basis.

(8) These particular principles include notably the principle of the primacy of the individual which is reflected in the specific rules on membership, resignation and expulsion, where the 'one man, one vote' rule is laid down and the right to vote is vested in the individual, with the implication that members cannot exercise any rights over the assets of the cooperative.

(9) Cooperatives have a share capital and their members may be either individuals or enterprises. These members may consist wholly or partly of customers, employees or suppliers. Where a cooperative is constituted of members who are themselves cooperative enterprises, it is known as a 'secondary' or 'second-degree' cooperative. In some circumstances cooperatives may also have among their members a specified proportion of investor members who do not use their services, or of third parties who benefit by their activities or carry out work on their behalf." ¹⁶

Social cooperatives are a specific type of cooperative that emerged in the 1970s in order to respond to a number of unsatisfied needs of citizens (work integration, social services, creation of employment etc.). Social cooperatives have an explicit general interest mission. Other typical features are a multi-stakeholder membership (e.g. involving also workers, beneficiaries or the local authority) and an important representation of workers at all different levels of governance. ¹⁷

¹⁵ European Economic and Social Committee: The Social Economy in the European Union. EU 2012.

¹⁶ Council Regulation (EC) No 1435/2003

¹⁷ CICOPA: World standards of social cooperatives.

Mutual societies. The European Commission's "Manual for Drawing Up the Satellite Accounts of Companies in the Social Economy: Cooperatives and Mutual Societies" defines "Mutual society" as follows:

"A mutual society is an autonomous association of persons (legal entities or natural persons), united voluntarily for the primary purpose of satisfying their common needs in the insurance (life and non-life), providence, health and banking sectors, which conducts activities that are subject to competition. It is managed according to the principle of solidarity between the members, who participate in the governance of the business, (...)."

Association and Foundations. The European Economic and Social Committee refers to this kind of institutions as "non-market sub-sector of the social economy". They are characterised as "private, formally-organised entities with autonomy of decision and freedom of membership that produce non-market services (...) and whose surpluses, if any, cannot be appropriated by the economic agents that create, control or finance them".

Depending on the Member State and the respective legal context, still other forms of enterprises following the same values and principles as those outlined in the definition by Social Economy Europe do exist - a number of them taking the legal form of a limited company. Examples are the gGmbH (gemeinnützige Gesellschaft mit beschränkter Haftung - a limited company with general interest purpose) in Germany or the Community Interest Company (CIC) in the UK.

2.3 The social impact of social enterprises

As the discussion in sections 2.1 and 2.2 above have shown, what distinguishes social economy enterprises from private sector businesses is the intent to deliver social impact rather than profit and are organised / run in a way that reflects this mission.

2.3.1 Rationale and methods to measure the impact of social economy enterprises

Impact measurement is an important aspect of running a social enterprise as it helps the businesses themselves understand to what extent they meet their social mission, can help attract investors or public money. Umbrella organisations such as Social Enterprise England therefore encourage its members to use one of the numerous approaches available to assess their social impact.¹⁸

A large number of methodologies exist and are applied in different EU Member States and regions in order to measure (in quantitative and qualitative terms) social impact of entrepreneurial activities, and methodological thinking about how best to do this continues to evolve.¹⁹ Some of the more "popular" methodologies discussed and used also, but not

¹⁸ <http://www.socialenterprise.org.uk/advice-services/topic/social-impact>

¹⁹ See, for instance: Clifford, J et al (2013) Measuring Social Impact in Social

exclusively, by social economy enterprises are Social Return on Investment (SROI) as well as social audits. The box below offers some examples of social impact measuring currently in use.

FIGURE 1: EXAMPLES OF METHODS TO MEASURE SOCIAL IMPACT

Methods and approaches to assess the impact of social enterprises

Social Return on Investment (SROI) - is a framework for measuring and accounting for social, environmental and economic outcomes. It uses monetary values to represent these values. SROI is underpinned by seven principles: involve stakeholders, understand what changes, value the things that matter, only include what is material, do not over-claim, be transparent, verify the result. SROI tends to involve the creation of a 'theory of change'. It is not an 'objective' exercise but requires judgement. Because it involves a number of stages, SROI are still fairly costly and months are needed to carry out an analysis - one of the reasons for which such kind of social impact measurement has not been made an obligation so far.

Social auditing helps 'organisations operating in the community, social economy and public sectors report on their social, environmental and economic performance. Including these three fields of activity in an organisation's audit of operations is also known as 'triple bottom line' accounting. This approach focuses very much on a) the impact of an organisation's activities on stakeholders – staff, customers and the wider community; b) being able to verify these impacts objectively; and c) demonstrating and driving improvement in these areas.²⁰ The Bilancio Sociale in Italy has become compulsory, in many regions, for enterprises wishing to participate in public procurement procedures

The **European Venture Philanthropy Association (EVPA)** method, also based on a theory of change model, involves five steps: setting objectives, analysing stakeholders, measuring results, verifying and valuing impact, monitoring and reporting. <http://evpa.eu.com/downloads/?pdf=2015/06/ONLINE-%E2%80%93-IM-Guide-EN-%E2%80%93-03.06.pdf>

The **Social Impact Tracker** allows for organisations to 'self-impact' and see the difference they are making on people's lives or simply to report on its inputs, outputs and social impact to any funder. It allows for a reporting on outputs, outcomes and impacts. <http://www.socialimpacttracker.org/>

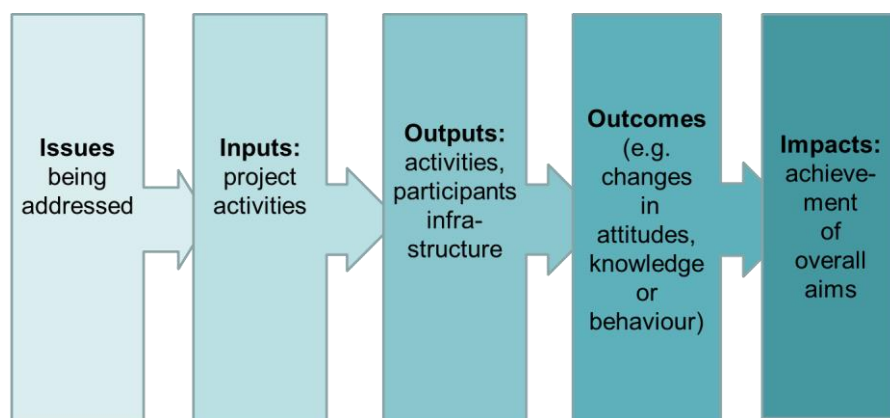
It is noteworthy that the use of theory of change as an underpinning model appears to be frequent common denominator in social impact measuring. Theory of change is a method that originates in social science based evaluation as a method to identify impact of social

Enterprise: The state of thought and practice in the UK : http://www.can-online.org.uk/uploads/editor/files/Invest/Measuring_Social_Impact_in_Social_Enterprise_report.pdf

²⁰ Wood, C and Leighton, D (2010) measuring social value. the gap between policy and practice London: Demos, pp 25-26 http://www.demos.co.uk/files/Measuring_social_value_-_web.pdf

interventions where this cannot be linked to activities in a direct manner. It involves creating a logical chain between inputs / activities, outputs, outcomes and impacts which is based on a theory of how impact is generated and articulates assumptions about the necessary conditions that need to be in place to achieve the (assumed) impact. A standard theory of change model is outlined in the diagram below.

FIGURE 2: THE THEORY OF CHANGE FRAMEWORK



The Social Seducement work on impact and its link with the game's training material will therefore need to adopt this model as one of its underlying structures.

2.3.2 Lessons from the literature on impact of social enterprises

The brief overview of some methods of social impact measuring make it clear that impact is ultimately individualised and contextualised - tied to the objectives and activities of a particular social enterprise. Attempts at measuring the global impact of the social economy tend to focus on employment and size of the sector.²¹ However, a few studies exist that have quantified the impact of social economy enterprises regarding the employment of disadvantaged persons. *Nilsson and Wadeskop (2006)*²² found that the social profit of the two analysed enterprises exceeds business profit and is composed of a) the eliminated or reduced public costs upon recovery of employed disadvantaged persons (addicts) and b) production value. *Depedri*²³ proves the positive impact of most social enterprises also in terms of cost savings for the public sector (depending, in some cases, on the public policy framework and different kind of incentives).

Interestingly, however, looking more widely at the literature that has examined the value added of the social economy in reducing barriers to employment and entrepreneurship,

²¹ See, for instance: European Economic and Social Committee The Social Economy in the European Union, <http://www.eesc.europa.eu/resources/docs/qe-31-12-784-en-c.pdf>

²² Ingvar Nilsson and Anders Wadeskop: From the public perspective. A summary of reports on Socioeconomic Reports for Vägen ut! kooperativen and Basta Arbetskooperativ. Stockholm 2006.

²³ Sara Depedri: The role played by local partnerships for work integration of disadvantaged people. Trento.

and drawing on the experience of the Social Seducement consortium, we can find a range of mechanisms (or causal factors) that can be seen to be responsible for creating the employment and social inclusion benefits of social enterprises.²⁴ These are represented in the table below.

TABLE 2: THE ADDED VALUE OF THE SOCIAL ECONOMY IN REDUCING BARRIERS TO EMPLOYMENT AND ENTREPRENEURSHIP

Personal/Dispositional aspects	<ul style="list-style-type: none"> • Strong community-link of the social economy and its capacity to build and promote social capital (also through participation of workers): positive influence on the worker²⁵
Informational aspects	<ul style="list-style-type: none"> • Networking capacity of the social economy/cooperation between the social economy and other local actors (including 'commercial' SMEs): ability to identify, stay informed on and convey training and job opportunities for disadvantaged persons on the local labour market • Person-oriented approach avoiding also informational assymetries²⁶: possibility to better adapt work processes to the specific situation of the entrepreneurs and workers • Social cooperatives: good knowledge on the (productive) capacities of each worker - can thus better consult other firms on which job would best fit a worker²⁷ • Offering mutual support and self-help²⁸ • Social economy: managing social risks of users (next to economic risks)²⁹ • Social economy contributes "to the empowerment process of individuals and communities by demonstrating that all individuals can become active and productive economic and social actors"³⁰

²⁴ For an explanation of the idea of mechanism in realist evaluation see: http://betterevaluation.org/approach/realist_evaluation

²⁵ Roger Spears: The Social Economy from the perspective of active inclusion: Employment Opportunities for people far from the labour market. 2008./Roger Spears and Eric Bidet: The role of Social Enterprise in European Labour Markets".2010. The term "worker" also includes entrepreneurs as such.

²⁶ Sara Depedri: "The role played by local partnerships for work integration of disadvantaged people". Trento.

²⁷ Roger Spears and Eric Bidet: The role of Social Enterprise in European Labour Markets".2010.

²⁸ Roger Spears: The Social Economy from the perspective of active inclusion: Employment Opportunities for people far from the labour market. 2008.

²⁹ Ibid.

³⁰ ILO: Social and Solidarity Economy: Our common road towards decent work. Turin 2011.

<p>Situational aspects</p>	<ul style="list-style-type: none"> • Possibilities to adapt the work process to needs of the co-entrepreneurs and workers (e.g. possibilities to work part-time etc.) • Possibilities to combine work and training • Possibilities to develop solidarity-based initiatives aiming to support co-entrepreneurs/workers in specific situations (e.g. need for childcare during holidays, organisation of transport etc.) • Mutualisation of capital and other resources
<p>Institutional aspects</p>	<ul style="list-style-type: none"> • Worker involvement and participation: an opportunity also to better tailor working conditions and services to the needs of the worker³¹ • Ability of social enterprises to adapt to the needs of specific type of workers/co-entrepreneurs such as women with children³²
<p>Contextual aspects</p>	<ul style="list-style-type: none"> • Social economy: promotion of principles and standards based on mutual respect, reciprocity and solidarity...³³ • Ability of the social economy to influence the local policy framework, to involve relevant local actors etc.³⁴ • Partnerships between local authorities and social economy allow for the development of policies most suitable to the needs of a territory³⁵ • Ability of the social economy to create and act within networks of different local actors on a territory (including 'commercial' SMEs) and to identify most suited work opportunities for disadvantaged workers on the labour market • Ability of the social economy to "take stock of local resources, including economic and non-economic ones that

³¹ ILO: Social and Solidarity Economy: Our common road towards decent work. Turin 2011. /Projet D.E.S.I.R. (Les Cahiers de l'Observatoire Transfrontalier de l'ESS. No.5): " ESS: Quels emplois&quels besoins de formation?" 2012.

³² ILO: Social and Solidarity Economy: Our common road towards decent work. Turin 2011.

³³ Roger Spears and Eric Bidet: The role of Social Enterprise in European Labour Markets".2010./European Commission/OECD: Synthèse sur l'entrepreneuriat social. L'activité entrepreneuriale en Europe. Luxembourg 2013./Rafael Chaves and José Luis Monzón Campos (CIRIEC): The Social Economy in the EU. 2007.

³⁴ Sara Depedri: "The role played by local partnerships for work integration of disadvantaged people". Trento.

³⁵ Ibid.

	<p>would not otherwise be directed to welfare and development issues"³⁶</p> <ul style="list-style-type: none"> • Other local actors (public, private, the community as such) tend to trust in social enterprises and enable the latter therewith to activate additional resources supporting its activities
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The key indicators of impact emerging from the table above are:

- *Cooperation and team work, mutualisation of resources and solidarity* allow for a sharing of tasks and risks that a person alone might not dare or be able to take over on her/his own.
- Moreover, within a community of entrepreneurs, as they exist in social economy enterprises, each person might contribute to the entrepreneurial project with his/her specific *competences*, benefiting from the knowledge and capacities also of the others co-entrepreneurs and inducing peer-learning processes.
- The *focus on the human being and related principles of solidarity and mutual support* that social economy enterprises usually follow also in their internal work procedures and organisation allow to better take into account and adapt processes to the needs of the individual entrepreneur and worker (e.g. women with children, persons with migration background that might still have some language problems, persons with a handicap who need specific equipment and accessible work place, ...). Research also showed the potential, within a community of entrepreneurs following the principles of the social economy, to develop *trust as well as self-confidence* of co-entrepreneurs and workers as a basis for *empowerment* of the latter.
- Social economy enterprises respond with their activities to specific needs of a *community* to which, most often, social economy entrepreneurs do also belong themselves. They are thus *rooted in these communities* and have the potential to develop *important networks with public and private players* (including citizens as such) on the basis of which they can promote *trust*, form *partnerships* and further develop their activities.
- In addition - due the general interest objectives it (often) pursues, its roots within the local community and its potential to mobilise citizens - social economy is able to act as a *partner of civil society and even of local/regional authorities*. It may take part in shaping the local policy context and therewith policies fighting social exclusion, discrimination etc.

The example below illustrates how some of the issues and mechanism raised above come together on a real life case of a social enterprise.

³⁶ ILO: Social and Solidarity Economy: Our common road towards decent work. Turin 2011.

Example for a successful social economy enterprise and its impact: Mamas Retro

Mamas Retro is a second-hand shop in Gothenburg, Sweden, specialised in children's wear, remake and reuse. The shop strikes customers by its original colourful interior design and window display. The successful social enterprise was initiated in 2011 by forum SKILL, an NGO and resource organisation aiming at promoting human rights. The idea was to encourage entrepreneurship among unemployed women and transgender persons with intellectual or neuropsychiatric disabilities, and to challenge the stereotype image of entrepreneurs.

The key words for describing Mamas Retro are empowerment and participation. It is the co-workers who run the shop, jointly make the decisions and decide their work hours etc. Mamas Retro is the result of the co-workers skills, experience, interests and creativity based on a vision of a socially and environmentally sustainable society.

The business idea of Mamas Retro comprises both sale of products to customers in the shop, production and sale of training materials and workshops. Job training at Mamas Retro is also procured by the local employment agency and the municipal departments for social welfare in order to support persons with disabilities who wish to enter or re-enter the work market. Today, Mamas Retro is an established enterprise that shows that women with disabilities may well start-up and run a successful business.

Financing

It is important to secure a broad financing in order for new projects to develop and become sustainable. Mamas Retro started out as a project initiative financed by the city of Gothenburg, the government fund Allmänna Arvsfonden, and the Public Health committee of Region Västra Götaland. Donors and private sponsors have also contributed to the establishment of Mamas Retro. A broad cooperation with the private and public sector as well as with non-profit organisations increases our chances of an inclusive society based on human rights. In order to reduce unemployment the private, public and social sectors have to cooperate and assume a joint responsibility.

In 2011 Mamas Retro was awarded the Social Corporate Responsibility prize of Western Sweden for its innovative business idea which combines traditional business with participation and development enabling women to enter working life. The prize money enabled 16 co-workers at Mamas Retro to visit social enterprises in Italy. For many of the co-workers it was their first time travelling abroad.

Besides the collective goal of running the shop, individual plans and coaching are tools used to empower the individual co-workers and their capacities. Most co-workers work part time at Mamas Retro, but they all work 100 % of their capacity.

Practice and theory It takes both know-how and training to start-up and run a business. In cooperation with adult education providers the co-workers focussed on social entrepreneurship, project planning and the start-up of their own NGO – Mamas Retro. During the course, the participants were divided into two groups, depending on their capacity. Both groups received training in business planning, market analysis and marketing. They also received practical training in various fields, such as textile, word press, digital printing, massage and wellbeing as well as driver's licence theory.

Mamas' Retro has two golden rules that are crucial for creating a positive welcoming

atmosphere that supports the co-workers' wellbeing and empowerment. The first rule is: "We don't talk about illness and disease." We don't wish to weigh each other down. Instead, focus is on the co-workers' strengths and common goal: to run and develop Mamas Retro together. The second golden rule is to not talk badly about anyone: "We don't talk behind the back of anyone." When co-workers feel welcome and accepted their capacities and creativity start to bloom.

Since the start the co-workers at Mamas Retro host study visits from near and far. They take part in many fairs and conferences every year. They also hold lectures and workshops about the concept and methods of Mamas Retro.

The success factors of Mamas Retro are now being further developed in the recently opened Mamas Retro store in Gårdsten, one of the most segregated suburbs in Gothenburg. In the new store, with 15 co-workers who speak as many languages, integration and language training is a natural part of the daily work, combined with environmental concern, participation, empowerment and wellbeing.

Social franchising.

To date, two Mamas Retro stores have opened in Gothenburg. Now a Mamas Retro social franchising manual has been developed and is available for use in order to promote establishment of the business idea and empowering concept in other regions in Sweden or abroad.

Source: Information Mamas Retro, 2015

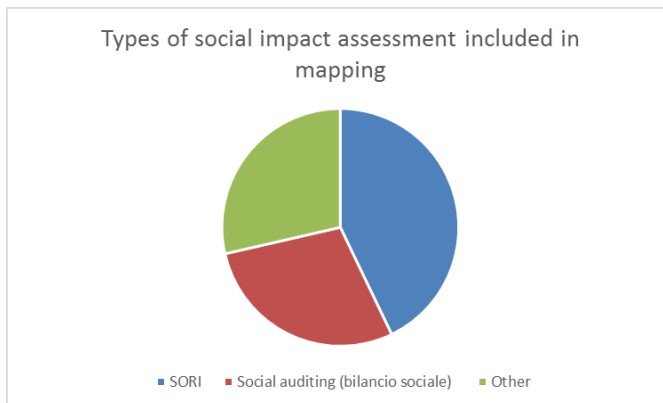
2.3.3 Impact of social enterprises: case examples

We have considered these impact criteria in the identification, collection and analysis of real life case studies – see Annex of this report.

In order to map the impact of social economy enterprises on inclusion and social policies, we reviewed publically available information on the social returns achieved for 35 businesses across four of the partner countries (among them 21 cooperatives).³⁷ We mainly included SROI studies carried out on those businesses, and also social audits (such as the bilancio sociale) or other socio-economic reports where this is a more comment methodology in partner countries. The figure below shows the kinds of impact methods captured.

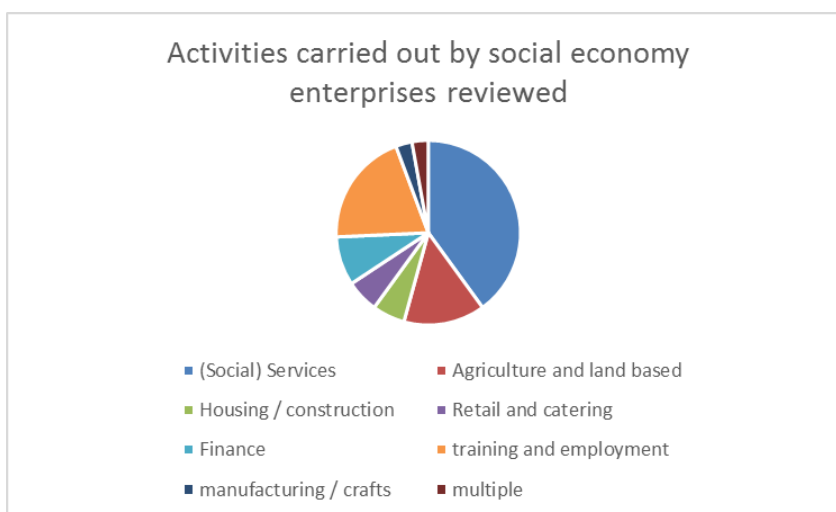
³⁷ Social impact measurement is not widespread in Spain, so despite significant efforts we were unable to identify suitable reports.

FIGURE 3: TYPES OF SOCIAL IMPACT METHODS INCLUDED IN THE CASE EXAMPLES



The businesses reviewed were diverse in the kinds of **activities** they carry out, though the field of social services dominates in the cases we explored, followed by training and employment / activation activities. A break-down of activities is offered in the figure below. This implies that the **outputs** those businesses produce vary significantly, too.

FIGURE 4: TYPES OF ACTIVITIES CARRIED OUT BY THE SOCIAL ECONOMY ENTERPRISES REVIEWED



The focus of our analysis, presented in the next section, has, however, been on **outcomes and impacts**, framed around those that are most commonly linked to the social economy (shown in the previous section). At this level, this analysis presents an interesting, strongly evidenced (because of the methods included in this review) and quite uniform perspective of the social and economic benefits of social economy actors. Key findings are summarized below, the detailed analysis by enterprise is presented in the Annex to this report.

2.4 Summary of key findings

We analyzed the outcomes and impact of social economy enterprises under four headings: outcomes and impacts on employees or co-entrepreneurs, outcomes and impacts on customers; outcomes and impacts on suppliers and / or business partners; outcome and impacts on partners in the local community (such as local authorities, civil society). The next sections outline findings under each of these categories.

Outcomes and impacts on employees/ Co-entrepreneurs

As far as the first parameter is concerned, namely “HUMAN DIGNITY AND SOCIAL JUSTICE” , it emerges that social economy enterprises generally contribute to establishing fair employment contracts and fair pay, avoiding large wage disparities within the enterprise and between associated co-operators and employees, and including extra productivity-related benefits.

Employees are explicitly informed and trained about their fundamental rights. To cite just a few examples from the cases analysed: co-operators (including thus employees) might define the limits in which they work overtime, when necessary, and each co-operator might decide himself/herself whether his/her colleagues may contact him/her during holidays.

A very important aspect consists in the assistance ensured to (future) employees with regard to childcare, housing, job search, overcoming debts, medical and psychological support etc. In this context, it is also possible for workers to work flexibly (part time, change of schedules, permits, holidays) in order to take into account specific needs and capacities.

Work and training places are conceived and monitored following specific standards, complying with laws on workplace safety and health of workers.

The principles of “DEMOCRACY AND TRANSPARENCY” are implemented through the members’ participation in decision-making processes, including the construction and implementation of the enterprise’s strategy.

Employees have, in many cases, the opportunity to ask to become a member of the cooperative. In the General Assembly of the cooperative they then acquire the same voting rights as other cooperators (“one member, one vote”). One business we reviewed, not cooperative, set up a staff council to ensure members have the opportunity to contribute to the business and understand decision making.

A further social impact concerns the SE’s features of “COOPERATION AND SOLIDARITY” between employees, stimulated by instruments and places such as social events, leisure activities, specific meeting spaces within the enterprise, lunch time discussions, staff led newsletters not only on work-related issues, etc. In once case, the principle of cooperation and solidarity extended to customers with social events being organized that involved both groups (in line with the organisation’s whole person approach).

Despite a certain specialization in the distribution of tasks, based on specific competences, needs, interests and character of the co-operators, workers are not obliged to carry out their specific task only.

No less important is the role of the SE in the processes of “CAPACITY BUILDING”. This aspect is supported by arguments that show the SE’s great potential for activating training opportunities and other instruments considered useful to further develop employees’ competences and perspectives, in order to let them become not only more professional, but also more self-confident and autonomous in their private life, too. Among the opportunities social economy enterprises often provide their members with figure free training courses (including apprenticeships) and personalized tutoring.

One more social impact is the one related to “ACCESSIBILITY” of the work place but also accessibility concerning information. In many of the social economy enterprises analysed communications are periodically posted on bulletins and in all the places. Moreover, specific meetings are organized (to communicate decisions to the employees, too), newsletters are circulated and the web-site is updated. Those businesses that carried out SROIs made them available publically, together with other relevant information such as annual reports. In cooperatives, accessibility is further facilitated by workers being part of the Board which offers direct access to key information about the business.

Finally, social and economic impact of social economy enterprises are closely interlinked, e.g. as far as the reduction of costs for public authorities is concerned (e.g. saving costs linked to unemployment benefits or assistance, criminal justice system and health), but also regarding the economic value generated for the community on the basis of the salaries paid etc. Those businesses included in this review that carried out SROIs could usually point towards significant social value creation. For instance, one Swedish group of cooperative supporting careers for disadvantaged people calculated it generated a value to society of EUR 13 million over seven years. A UK business run jointly by two women CEOs who specialize in finding high quality part time work generated £500 000 in economic and social value, both to the state and families directly. Another UK business, offering homeless people work and shelter, calculated in its SROI that it generated £ 1,252,030 in savings for the justice system and in welfare spending.

Outcomes and impacts on customers

Social economy services and products are designed managed with respect of main ethical principles and values regarding customer relationships and based on an evaluation of the needs of customers. This includes thus social and environmental standards.

Democracy and transparency are supported by the respect at least of minimum standards and insured through activities, publications and conferences in which customers might be involved, having the right to ask questions and clarify doubts. Operating from high social values often means applying above average quality standards to the products and services provided.

Moreover, many social economy enterprises make an effort to publish and explain all documents, projects, decisions and, in short, entrepreneurial activities on their website (and/or elsewhere) in a complete, fair and clear way.

The social economy's impact on cooperation and solidarity processes is based on the enterprise's willingness to continuously evaluate and improve its activities based on dialogue with customers and the promotion of joint initiatives between entrepreneurs/employees and customers/local community. Several of the businesses we reviewed are undertaking ongoing assessment of their impact using social auditing or SROI methods.

Social economy enterprises, in collaboration with other partners, seek to design new services and specific projects to address unmet needs and to support their beneficiaries/customers.

The social economy makes it possible for customers to become co-entrepreneurs (mostly in the case of cooperatives), partners or volunteer members, thereby sometimes also by providing training on how to manage a budget/project, how to reduce/eliminate debts etc.

Advertising campaigns, publications on newspapers or on the web, seminars, conferences and press releases: these are all means used by SEE to achieve the accessibility goal also for customers.

The economic impact many social economy enterprises show in this context becomes visible in better and competitive quality/price rates and a better economic accessibility of products and services. SEE's value driven customer focus is also good for their own growth: in one of our examples, the SROI carried out asked customers why they bought from this business, and over 50 per cent cited the social value added or environmental reasons. Inclusion and improved employment opportunities for disadvantaged people are a further impact.

Outcomes and impacts on suppliers/ Business Partners

Social economy enterprises ensure the respect of ethical standards regarding relations with suppliers. Many of the analysed cases show that suppliers are chosen on the basis of the quality/price rate of the products and based on the respect of social responsibility protocols as well as environmental certifications.

In some social economy enterprises the transparency principle is implemented also by giving suppliers the opportunity to join the activities of the enterprise and contribute to the development of products/services etc.

Social economy plays a very dynamic role in establishing cooperation/solidarity circuits with suppliers and other actors, such as clusters, consortia, social purchase groups, short circuit initiatives, employer groupings etc.

Capacity-building is realized through the organization of joint training programmes and the transfer of know-how, with the help of other partners (e.g. public authorities, projects, other enterprises).

Many social economy enterprises make relevant information for (potential) suppliers accessible.

They have the aim not to contribute to practices leading to price-dumping etc.

Outcomes and impacts on Partners in the local community (local authorities, civil society...)

The analysed impact reports show that social economy enterprises make it possible for the local community (or specific players in the local community) to dialogue *with* and get involved *into* the activities of the enterprise, especially in projects concerning social and work inclusion. Tools to measure social impact, like SROI, can provide rich data on assessing the impact on local communities. When carried out inclusively, they also offer opportunities for local communities to dialogue with and get involved in the social enterprise.

In the struggle against social exclusion social economy has demonstrated a great capacity in establishing cooperation and solidarity with different players of this local community (private and public actors, local authorities etc.) in order to promote local sustainable development. Examples we detected in our impact cases include: co-designed projects for particular disadvantaged groups (autism, abused women, poverty) and / or employability initiatives; influencing local state actors to initiative inclusive policies (e.g. on high quality part time jobs); brokering better relationships between statutory agencies and particular target groups.

The social economy fosters development of capacity-building and opportunities through the organization of training programmes and internships, the transfer of know-how, the participation and testimony of workers/co-operators during seminars and events organized by many stakeholders of local community. This includes: offering training in specialist skills.

Finally, the profits SEE analysed have made were re-invested in a range of activities, e.g.: re-investment in the business (creation of jobs to increase staff numbers, investment in new activities or services; promoting existing ones through marketing and communication, improving existing services, investment in projects for the community, philanthropic activities locally or globally (e.g. donations to charities, volunteering time).

Concluding summary

Our analysis has shown that successful social economy enterprises generate significant social value, both directly through the activities they carry out, and indirectly through their ways of working (with customers or suppliers) or influencing activities. The SROIs included in this study then show that for every EUR or GBP invested, social and economic returns achieved by those successful businesses was between £1.57 and EUR 5.0. Thus, starting up a social economy enterprise can make economic and social sense, and it is this inspirational message that the Social Seducement game can communicate through relevant (story-based) training material and the learning experience itself.

2.5 Barriers and challenges to social entrepreneurship for disadvantaged people

Whilst it is clearly an EU policy priority to encourage (social) entrepreneurship, and the social (and economic) benefits of social enterprises are clear, setting up a business is not easy, and people with disadvantages arguably face particular barriers.

Social Seducement aims to train people with disadvantages in setting up their own collective social enterprise. The following sections therefore unpick what 'disadvantage' means, and what barriers people with disadvantages face when planning to set up their own collective social enterprise.

2.5.1 Who are people with disadvantages?

There are multiple definitions of what disadvantage means. Our analysis of different official documents in different Member States (Belgium, Italy, France, Spain and Germany) for definitions of "disadvantaged" groups or persons in relation to employment³⁸ would suggest that the most comprehensive definition is provided in the Commission Regulation (EC) No 2204/2002 on the application of Articles 87 and 88 of the EC Treaty to State aid for employment, Article 2. The regulation's definition of disadvantaged worker is offered in the box below.

Definition of 'disadvantaged worker' according to Regulation (EC) No 2204/2002

³⁸ E.g.: Régime cadre exempté de notification N° SA.40208 relatif aux aides en faveur de l'emploi des travailleurs défavorisés et des travailleurs handicapés pour la période 2014-2020 (FR); Decreto Legislativo 10 settembre 2003, n. 276 (IT); legge 68/1999 (IT); Ley 44/07, de 13 de diciembre (ES); Collective sector agreement concluded within the Joint Committee for the food industry CCT on October 22nd 2013, 118245/CO/118 (BE); Arrêté Royal du 19 février 2013 (BE); Definition du Bundesinstitut für Berufsbildung (BIBB) (DE)

- "(i) any person who is under 25 or is within two years after completing full-time education and who has not previously obtained his or her first regular paid employment;
- (ii) any migrant worker who moves or has moved within the Community or becomes resident in the Community to take up work;
- (iii) any person who is a member of an ethnic minority within a Member State and who requires development of his or her linguistic, vocational training or work experience profile to enhance prospects of gaining access to stable employment;
- (iv) any person who wishes to enter or to re-enter working life and who has been absent both from work and from education for at least two years, and particularly any person who gave up work on account of the difficulty of reconciling his or her working life and family life;
- (v) any person living as a single adult looking after a child or children;
- (vi) any person who has not attained an upper secondary educational qualification or its equivalent, who does not have a job or who is losing his or her job;
- (vii) any person older than 50, who does not have a job or who is losing his or her job;
- (viii) any long-term unemployed person, i.e. any person who has been unemployed for 12 of the previous 16 months, or six of the previous eight months in the case of persons under 25;
- (ix) any person recognised to be or to have been an addict in accordance with national law;
- (x) any person who has not obtained his or her first regular paid employment since beginning a period of imprisonment or other penal measure;
- (xi) any woman in a NUTS II geographical area where average unemployment has exceeded 100 % of the Community average for at least two calendar years and where female unemployment has exceeded 150 % of the male unemployment rate in the area concerned for at least two of the past three calendar years (...)"

The regulation also defines what constitutes a "**disabled worker**": any person either: (i) recognised as disabled under national law; or (ii) having a recognised, serious, physical, mental or psychological impairment".

Regarding **youth**, the Employment Committee (EMCO) defined "NEETs" as those persons in the age group 15-24 that find themselves "neither in employment nor in any education or training", comprising the following categories:

- "Unemployed persons (according to ILO definition) not in any education and training;

- Inactive persons (ILO definition) not in any education and training."

In this definition the concept 'education' includes both formal and non-formal education.

Given the prevalent undercurrent of unemployment in the definition of Regulation 2204 / 2002, Social Seducement partners have chosen to focus specifically on long-term unemployed over 18. This group is a fairly heterogeneous one and, depending on their background, persons might experience very diverse challenges and multiple additional disadvantages. They might face several of the situations described in the above definition and, accordingly, different type of obstacles when it comes to entering the labour market by finding employment or creating their own enterprise. In addition, we also envisage that social entrepreneurs in need of re-training will be able to use the game.

2.5.2 What barriers do people with disadvantages face when seeking to become social entrepreneurs?

When it comes to identifying and analysing barriers to employment and entrepreneurship, one has to distinguish barriers any kind of disadvantaged person might meet and those that are specific to a certain group of disadvantaged persons or that are, in the case of the group, more accentuated for this group than for another.

The table below lists different general barriers that might be met by any kind of group. We followed the breaking-up of these barriers into five different categories as proposed by Ronayne (2000)³⁹. At the same time, however, we complemented the table by other type of barriers, drawn from other studies and discussions between Social Seducement partners.

TABLE 1: GENERAL BARRIERS FACED BY DISADVANTAGED PEOPLE WHEN SETTING UP SOCIAL ECONOMY ENTERPRISES

Personal/Dispositional barriers	<ul style="list-style-type: none"> • Gender • Age • Other demographic features • Level of education (<i>incl. problem of school drop-out/early school-leaving</i>) • <i>Anxiety</i>⁴⁰ • Fear of failure • Negative effect of community, family and peer reference groups placing a low value on education and training
Informational barriers	<ul style="list-style-type: none"> • Lack of information, including mis-information regarding job opportunities and job search practices • Lack of information about education and training opportunities • <i>Informational asymmetries and under-estimation of the real</i>

³⁹Tom Ronayne, WRC Social and Economic Consultants: *Reaching the Excluded*, 2000, quoted in: FGS (for Dublin Employment Pact): Improving Labour Market Participation Rates for Disadvantaged Groups, 2006.

⁴⁰ Nick Coleman, Wendy Sykes, and Carola Groom: Barriers to employment and unfair treatment at work: a quantitative analysis of disabled people's experiences, 2013.

	<p><i>capacities of workers that are classified as "disadvantaged" in a number of 'traditional' enterprises⁴¹</i></p> <ul style="list-style-type: none"> • <i>Lack of capacity to self-evaluate one's skills</i>
Situational barriers	<ul style="list-style-type: none"> • Barriers to participation in education and training that limit employment or opportunities to set up an enterprise • Prospect and include participation costs • <i>Spatial mismatch between place of residence and employment areas⁴²</i> • Cost associated with taking part in education and training (transport, books etc.) such as transport costs, the costs of books and course material etc. • Opportunity cost associated with education and training such as income from casual work • <i>Accessibility of transport and buildings as such⁴³</i> • <i>Lack of capital in general</i>
Institutional barriers	<ul style="list-style-type: none"> • Institutional practices regarding access and eligibility criteria • Recruitment procedures • Institutional culture and associated processes (e.g. timing and organisation of classes, mode of learning, location, adopting the academic year as the time frame for programmes, holding recruitment to a short period of the year, the need for continuity of attendance, lack of childcare ...,...)
Contextual barriers	<ul style="list-style-type: none"> • Prevailing socio-economic conditions • <i>Discrimination, including 'postcode discrimination'/stereotypes/racism^{44 45}</i> • Policy stance towards issues such social exclusion and educational disadvantage • Mix of active labour market programmes targeted toward people in disadvantaged groups • <i>Reinforcement of stereotypes and other aspects by media coverage⁴⁶</i>

Whereas some of the above mentioned barriers are obstacles different target groups might be confronted with, other obstacles might be specific to a certain group of persons and some of those listed in the table above might be more accentuated for one group than for another.

⁴¹ Sara Depedri: "The role played by local partnerships for work integration of disadvantaged people". Trento.

⁴² Francesca Froy/Lucy Pyne "Ensuring labour market success for ethnic minority and immigrant youth", OECD LEED Working papers 2011/09, p.35 ff.

⁴³ Nick Coleman, Wendy Sykes, and Carola Groom: Barriers to employment and unfair treatment at work: a quantitative analysis of disabled people's experiences, 2013.

⁴⁴ Nick Coleman, Wendy Sykes, and Carola Groom: Barriers to employment and unfair treatment at work: a quantitative analysis of disabled people's experiences, 2013.

⁴⁵ Francesca Froy/Lucy Pyne "Ensuring labour market success for ethnic minority and immigrant youth", OECD LEED Working papers 2011/09, p.35 ff.

⁴⁶ Ibid

Some barriers for employment and entrepreneurship listed above might be particularly high for **long-term unemployed**, as they might not have been able to make savings, to remain in contact with colleagues and the networks they used to work in (including even private social networks) etc. This concerns, for example, the lack of capital and high opportunity costs, lack of human capital (capabilities etc.) or lack of social capital.

Women are confronted with similar barriers as men. However, the dimension of the respective barriers might be different. A 'classic' obstacle that is more an obstacle for women than for men is reconciliation of work and family life and availability/affordability of childcare, for instance. This includes also problems such as access to appropriate training and other kind of services after a career break. Also difficulties regarding access to finance are often estimated higher for women. An OECD report also points to the fact that less women than men wish to become entrepreneurs.⁴⁷ The reasons for this might not only be linked to different personal ambitions and priorities, but also to a number of obstacles such as those mentioned beforehand.

Among the barriers that might be particularly high for **young people** figure, for example, the lack of networks that might be helpful in finding employment or creating a business, or a lack of skills. Cases might still be different for young people with a migration background. Here, difficulties linked to education and skills (including language) might still be higher. Obstacles might also be created by attitudes caused by stereotypes, racism and xenophobia on the side of (potential) employers and co-entrepreneurs (including problems such as postcode discrimination). Another obstacle for employment and entrepreneurship of young people might be youth employment programmes that do actually not respond to the specific (and sometimes very different) needs of youngsters.

Persons with a migration background find themselves facing similar barriers to employment and entrepreneurship as other groups. Often, however, these barriers are higher for them than for others. A main problem (especially, but not exclusively, for the first generation) is a lack of knowledge regarding the business environment and legal framework in a country and region, or a lack of knowledge regarding also the language and, more specifically, business language. Also, due to their financial situation (incl. the fact of maybe never having opened an own bank account) or due to stereotypes/racism/xenophobia, migrants might have greater difficulties in accessing finance. Even though a study by the OECD points to some advantages persons with a migration background might have through their communities (in particular when it comes to networks), several other studies show that in many cases a lack of networks and contacts

⁴⁷ See also OECD: The Missing Entrepreneurs 2014. Policies for Inclusive Entrepreneurship in Europe. 2014.

in general may hinder employment and entrepreneurship opportunities of youngsters.^{48 49}
50

Older persons might experience to a lesser extent problems such as access to capital or a lack of social capital. However, a number of them might not (have been or) be able to refresh and further develop their knowledge and skills on a regular basis.^{51 52}

A number of barriers listed in the above table might also be higher for **persons with disabilities**. Not every person with any kind of disability might be able or have the equipment to follow, for example, appropriate education and training courses. A number of persons with disabilities also suffer from a lack of physical accessibility of training institutions, workplaces or institutions providing employment orientation or business support (including also a lack of appropriate transport). Again others might be confronted with a number of stereotypes and discrimination leading to limited access to employment and entrepreneurship opportunities.^{53 54}

Having presented different kind of barriers and obstacles that might be met specifically by certain target groups, it should be stressed, however, that nothing can be generalized and much still depends on the specific context in which a person was raised/lives/works, etc. To give just one example: when it comes to analysing skills and capacities of specific persons one should not forget that there are different kind of skills and capacities (intellectual skills and capacities, social skills, etc.). Social Seducement partners highlighted, for instance, the high social skills persons with a down-syndrome often have and which enable them to provide high quality services in the hotel sector and others. Another capacity that is fundamental for an entrepreneur - the capacity to take decisions - might also be developed to a different extent depending on the context in which a person finds and found herself/himself.

The above table and further explanations on specific groups show very clearly that disadvantaged persons might face a, depending on their individual situation, more or less broad range of barriers to entering the labour market and/or setting up their own enterprise, based on appropriate support. Not all of these barriers are linked to the existence or not of (entrepreneurial) competences, knowledge or financial capital. Many others might still hinder even a person with entrepreneurial experience and/or capital to successfully start-up and consolidate his/her entrepreneurial project. For each individual, the set of barriers he/she is facing, is different.

⁴⁸ See also OECD: The Missing Entrepreneurs 2014. Policies for Inclusive Entrepreneurship in Europe. 2014.

⁴⁹ See also Francesca Froy/Lucy Pyne "Ensuring labour market success for ethnic minority and immigrant youth", OECD LEED Working papers 2011/09, p.35 ff.

⁵¹ See also European Commission, Employment in Europe, 2010

⁵² See also OECD: The Missing Entrepreneurs 2014. Policies for Inclusive Entrepreneurship in Europe. 2014.

⁵³ OECD: Sicknes, Disability and Work: Breaking the Barriers, 2010, p. 27ff.

⁵⁴ Nick Coleman, Wendy Sykes, and Carola Groom: Barriers to employment and unfair treatment at work: a quantitative analysis of disabled people's experiences, 2013.

Particularly relevant for the Social Seducement consortium are the informational and situational barriers, to be intended in particular not necessarily as a lack of documentation or information on how to undertake an entrepreneurship path, but as a critical access to get that information. A reason behind this might be the unpreparedness of vocational counsellors or trainers to help answering perspective entrepreneurs questions and business-related challenges such as: “How do I get grants and loans?” “Who can help me write a business plan?” “Is my business idea feasible?” “Who can support me if I need to rely upon someone to help me operate my business if I am unable to do so?”. Another explanation to these barriers is also linked to the lowered expectations of vocational trainers about the ability of people with disadvantage to get a keep jobs or become self-employed (contextual barriers).

Acknowledging the above, chapter 4 of this report clearly describes the role and the required competences for the Social Seducement game facilitators, in order to address the most exhaustively possible the mentioned barriers.

Yet, still too often, programmes established to promote entrepreneurship among disadvantaged groups seem to be conceived for a standard type of person conceiving a standard type of enterprise – programmes that do not leave much room for personal priorities and needs. It is therefore clear, and has been made explicit in IO1 Guide for Game development, that the specific focus and design of the Social Seducement online game addresses a wide range of these barriers and also, as the next section will outline in more detail, meets a gap in the current serious gaming market.

The added value of social economy entrepreneurship and therewith also the possibility to eliminate or at least reduce aforementioned barriers lies in a combination of collective entrepreneurship and the implementation of the others values and principles of the social economy.

2.6 Summary and implications

Social economy enterprises have a great potential to promote labour market inclusion of disadvantaged persons. Not every person belonging to this group might be a potential entrepreneur. Yet, for those that might have interest *in* and capacities *for* setting up their own undertaking social economy might be a precious alternative to other type of enterprises, as it might better be able to reduce or even eliminate barriers disadvantaged persons face in developing their entrepreneurial project and project of life.

However, in order to fully develop and benefit from the added value of social economy entrepreneurship, (potential) entrepreneurs need to have appropriate competences and capacities. Long-term unemployed might have different needs when seeking to acquire the latter.

Social Seducement partners and future facilitators will have to take into account different kind of situations which a long-term unemployed (depending on his/her age, gender, origin, educational background, gender ...) might find himself/herself in and that generate the aforementioned needs. The pre-conditions when starting the game might differ from one (long-term unemployed) person to another. Reflections also have to include questions of accessibility of the game (not only in terms of content).

The next chapter seeks to address these topics. Technological implications of this chapter are considered in Intellectual Output 1, the Guide to game development.

3. Training and development needs of prospective social economy entrepreneurs

This chapter summarizes the potential and current barriers for people with disadvantages and in particular the Social Seducement focal point of long-term unemployed people to become social entrepreneurs regarding training. First, it explores what key competences are needed to set up and run a collaborative social enterprise and their training needs according to the current local provision. Once there is a clearer picture about the specific needs that could be covered by an online role play game, the section summarizes which systems and structures can support the access to the training to be developed.

This chapter draws on two main data sources: a review of relevant literature review and a survey carried out among a wide range of key relevant actors for the design and implementation of the project. These were engaged in the survey and the project in particular via those members of the consortium. We triangulated the survey results with relevant literature, the results of a focus group⁵⁵ as well as relevant knowledge from the partners in the field to ensure that findings are robust.⁵⁶

TABLE 2: FIELD OF WORK RELEVANT FOR THE GAME DEVELOPMENT

Organisation works with...	
People or organisations related to the social economy (cooperatives, foundations ...)	73.3%
Unemployed people	53.3%
People who contemplate becoming entrepreneurs	72.2%
Training materials	18.9%
Online content providers	35.6%
Educational games	13.3%
N	90

Source: *Training needs of unemployed people becoming social entrepreneurs (2015)*

The survey addressed the key elements relevant to design the project game at pedagogical, technological and organisational level according to the specific needs of long

⁵⁵ Another one will be carried out in the early phases of game development to feed into this and subsequent intellectual outputs.

⁵⁶ It should be noted that the survey was carried out in the context of an action oriented project, not a research project, and hence did not aspire to reach a representative sample but to provide a qualitative insight into the key issues that the Social Seducement needed to cover, as well as serve as an engagement tool. Multiple triangulation between the main sources has been applied as the way to look for robust evidence in a context of growing importance but dispersed and asymmetric literature and scarce previous experiences for the game and the training implementation in itself.

term unemployed people who may be trained to become social economy entrepreneurs. The purpose was to complement the current available information on social economy competences and training needs to the very specific context of the project. The survey explored how the game could cover the gaps in terms of contents, considering the most relevant technical and organisational elements for the stakeholders who could actually participate in the implementation of the training, as facilitators, stakeholders, prescribers of the game, etc.

The scope of the survey was wider than just inquiring about training needs, and relevant findings are being discussed in other chapters of the report, most notably chapters 2 above and chapter 4 on the facilitator role. Questions relating specifically to game design are being reported on in Intellectual Output 1, Guide to game design.

3.1 Training and development needs of unemployed adults for setting up a collective social economy enterprise

Entrepreneurial capabilities are one of the key indicators of entrepreneurial determinants in a country.⁵⁷ In the case of social entrepreneurship, these entrepreneurial competences are equally relevant to support the creation and success of social economy organisations, in addition to the ones needed to embed the social objectives into the economic and business models. Thus, stakeholders agree with the idea that creating a social enterprise can be even more difficult than creating a regular business as people have to combine the economic objective with the social one.⁵⁸

There is not a unique and generally accepted competence framework for social economy entrepreneurs⁵⁹, although a lot has been analysed on competences needed. Social economy entrepreneurship is rather complex, and as described in chapters below, many competences interact and are relevant. Most long-term unemployed people bring relevant skills and experiences to launch social economy enterprises. However, they may present particular needs related the process of setting up a collaborative social enterprise and to their particular circumstances.

3.1.1 Most relevant competencies

Our survey started from those competencies that are generally agreed to be key for social entrepreneurs, to explore in more depth which competences unemployed people need to

⁵⁷ OECD (2014) Entrepreneurship at a glance 2014, OECD

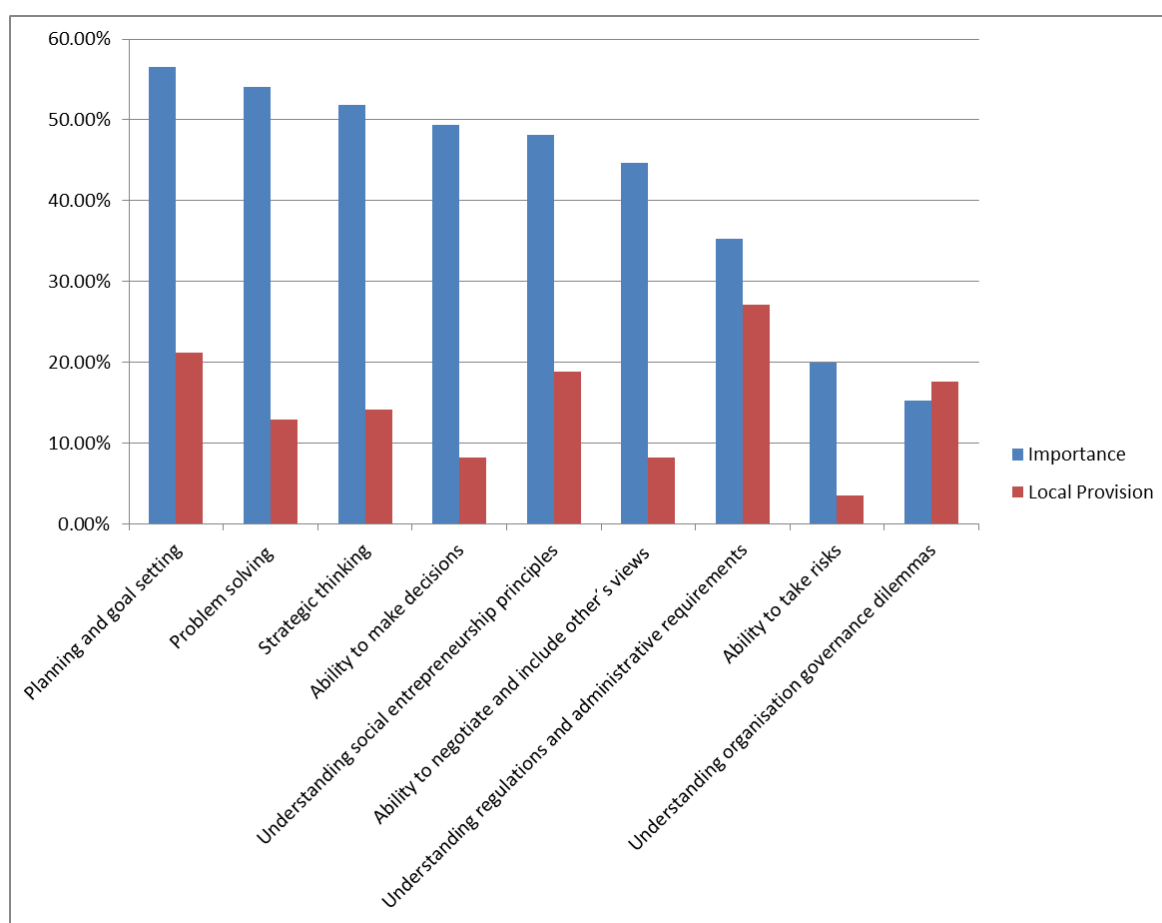
⁵⁸ OECD/EU (2013) "Policy brief in Social entrepreneurship. Entrepreneurial activities in Europe", EC, http://www.oecd.org/cfe/leed/Social%20entrepreneurship%20policy%20brief%20EN_FINAL.pdf

⁵⁹ A Competence Framework for the managers in the social economy that was realised in the frame of the European project ARIADNE (www.social-economy-training.eu) (Moreau & Mertens 2013 in Rijpens 2015 <http://www.emeraldinsight.com/doi/abs/10.1108/SEJ-01-2013-0005>). Other review on the area of soft skills and their potential in the area of social business management was carried out in the LLL project Scube (Déirdre et al. 2013).

develop and practice most. We asked about two groups of competences: one related to the social business aspect and other to the personal competences⁶⁰.

Figure 5 below presents findings on **competences considered most relevant for setting up and running a social economy enterprise** and relates them to findings on local training provisions for them. It shows an inverse relationship between the competences regarded as most important and the scope of local training provision.

FIGURE 5: MOST IMPORTANT COMPETENCES FOR UNEMPLOYED PEOPLE WHO WANT TO BECOME SOCIAL ENTREPRENEURS AND LOCAL TRAINING PROVISION



The following key messages come out of the survey:

- Our respondents considered **soft skills** such as planning and goal setting (56.5%), problem solving (54.1%) and strategic thinking (51.8 %) as the most relevant in general terms, closely followed by ability to make decisions. This chimes both with

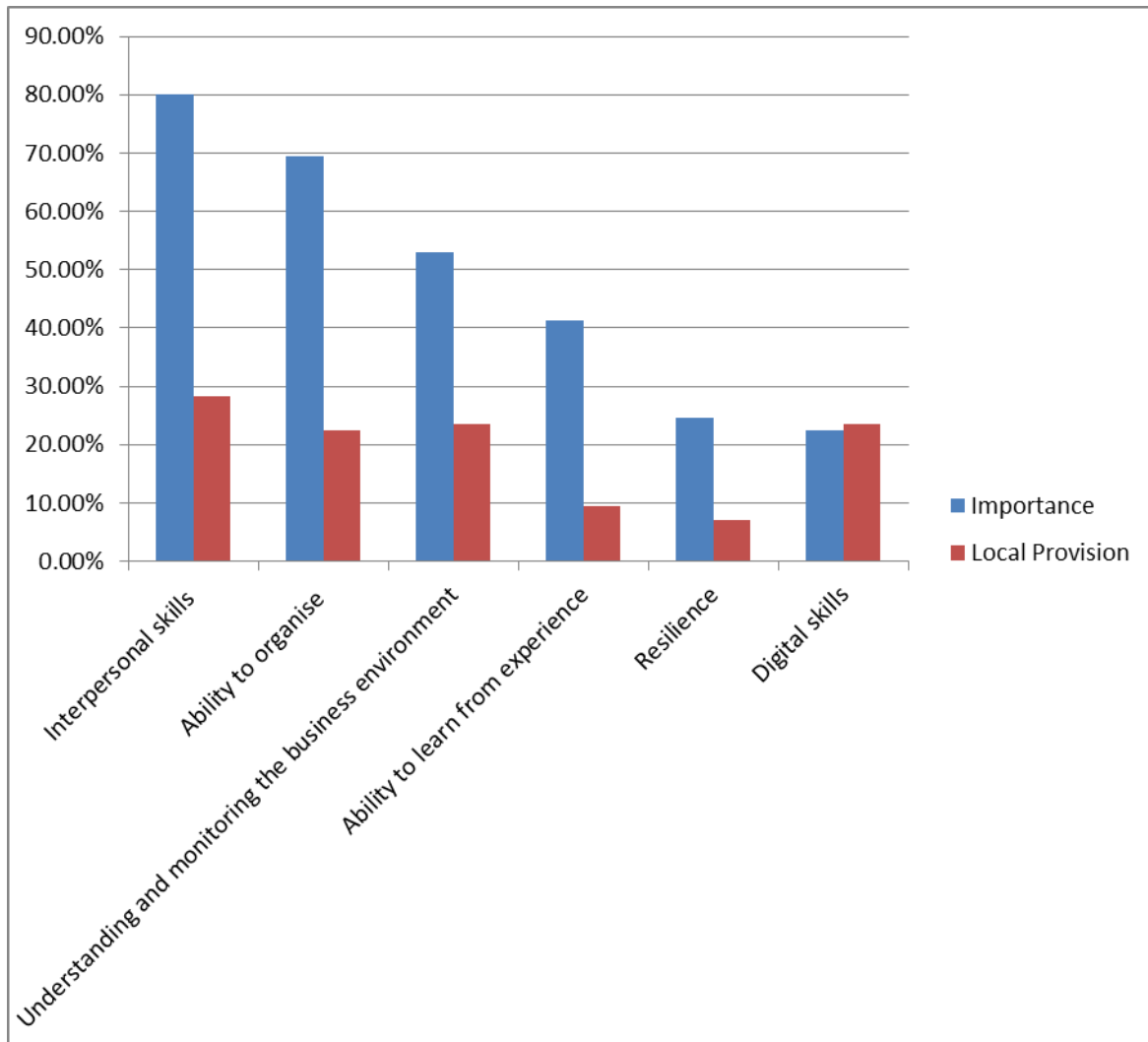
⁶⁰ These lists were reduced to encourage stakeholders' participation and to fit within project scope within a broader range listed.

the literature and the results from our focus group with potential entrepreneurs and experts in social economy enterprises.⁶¹ As OECD and EU (2013) pointed out, “the path to social entrepreneurship starts long before a business idea is discussed”. This view is broadly shared across the relevant agents in Europe. Indeed, experts in our focus group considered the capability of “imaging that an idea with a social objective can become reality” as the first step to support when training prospective social economy entrepreneurs. “Planning and goal setting” – the top ranked competence - can be seen as the translation of that requirement into practice. Confidence is a related key soft skill that the game should train.

- **There seems to be a gap in the training market around those soft skills deemed most important.** The size of this gap can vary between country. For instance, no respondent from Italy was aware that there was training available on “negotiation and including others’ views in the decision making process” and “ability to take risks”, whereas 16.7 per cent and 5.6 % of respondents from Sweden respectively thought training provision was available. Nevertheless, even the Swedish figures are low, so these topics are clearly under-represented in the training market at present.
- **Technical business skills**, such as “understanding regulations and administrative requirements” are seen as relevant by about one out of three respondents. Local training provision seems to cover topics such as ‘regulation and administrative requirements’ and ‘understanding organisational governance dilemmas’ particularly well, compared to the other topics. Regarding the social aspect of the entrepreneurial process, the need of understanding the particular principles is also generally viewed as particularly relevant (48%), something that is also the fourth best covered topic in training provision already in existence.

In addition to skills and competences directly related to social entrepreneurship, we asked survey respondents to share their views about **the general professional competences** they considered most important to be trained, and whether they were aware of any training provision existing on those locally. Figure 4 below shows the responses to this question.

⁶¹ This was held in Perugia in June 2015.

FIGURE 6: IMPORTANCE OF GENERAL PROFESSIONAL COMPETENCES AND SUPPLY OF TRAINING


The survey yielded the following key messages:

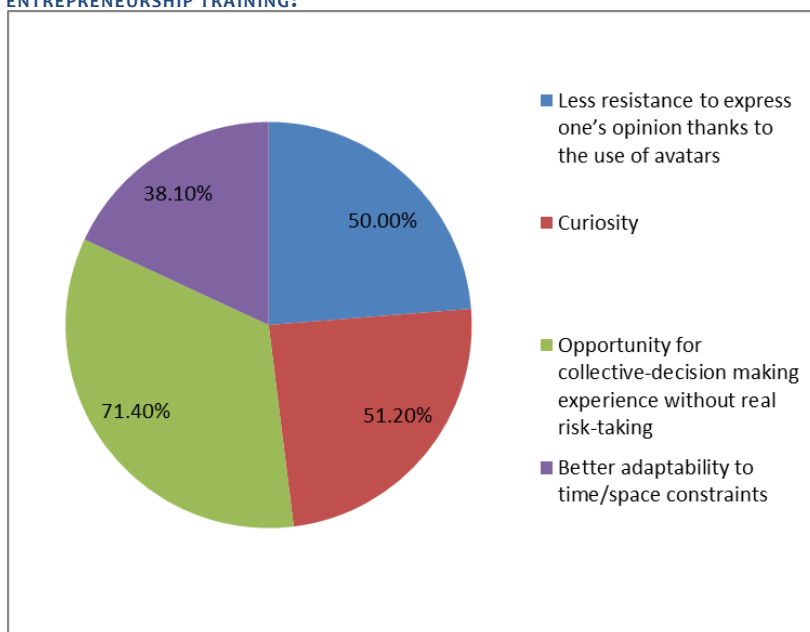
- **Interpersonal skills** (e.g. capacity to work in team, empathy, capacity to listening ...) are considered as the most relevant by four out of five respondents, followed by the ability to organise (e.g. self-organise and organise teams and activities) selected by about 70% of respondents. These are considered more important than the more hard or technical business skills, such as “understanding and monitoring the business environment” (selected by about one out of two) and digital skills (one out of five).
- Once again, **the local provision for the soft skills mentioned is quite limited**. Thus, covering this training need is especially relevant. This is the case independent of country context.

To sum up: for all the competences asked about and rated as most important to train as part of a journey towards becoming a social economy entrepreneur, local training provision is relatively low. There is thus a substantial training provision gap which could be covered by an online game, which may be delivered almost anywhere in Europe.

3.1.2 Drop out and engagement factors

Indeed, according to our survey, a serious online role play game has some specific strengths, namely opportunity for collective-decision making experience without real risk-taking; curiosity; less resistance to express one's opinion thanks to the use of avatars as well as better adaptability to time/space constraints. These directly address some of the barriers listed above.⁶²

FIGURE 7: WHAT ARE THE TOP FOUR ADVANTAGES OF USING A SERIOUS ONLINE ROLE-PLAY GAME FOR SOCIAL ENTREPRENEURSHIP TRAINING?

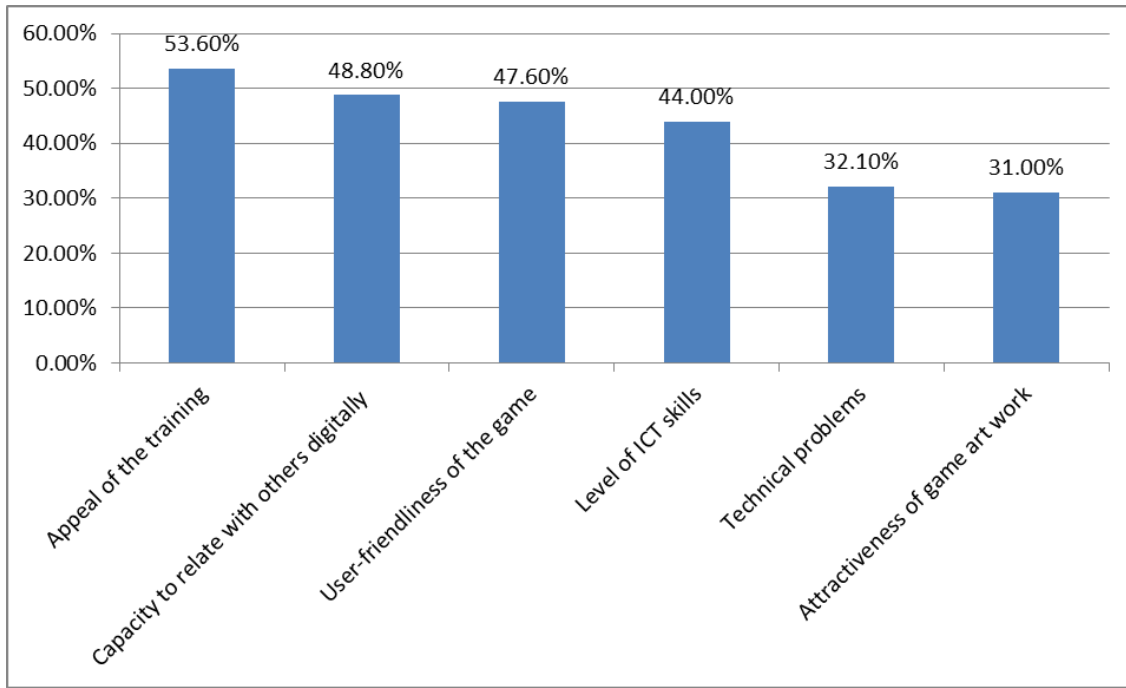


However, in order for the training to be successful, it is important that the game design considers the drop out factors the experts surveyed thought would be most important. As Figure 8 shows, 'appeal of the training', capacity to relate with others digitally and the user-friendliness of the game are the top three factors considered to be responsible for not completing training. Interestingly, the game artwork receives the lowest score, something that chimes with findings from our focus group with potential gamers and experts where the view dominated that the Social Seducement game should clearly market itself as a training tool rather than trying to compete with commercial games. Thus, in addition to pointing to the importance of carefully constructing the training material, these findings

⁶² The scope of the survey is discussed in more detail in the next section, together with key findings.

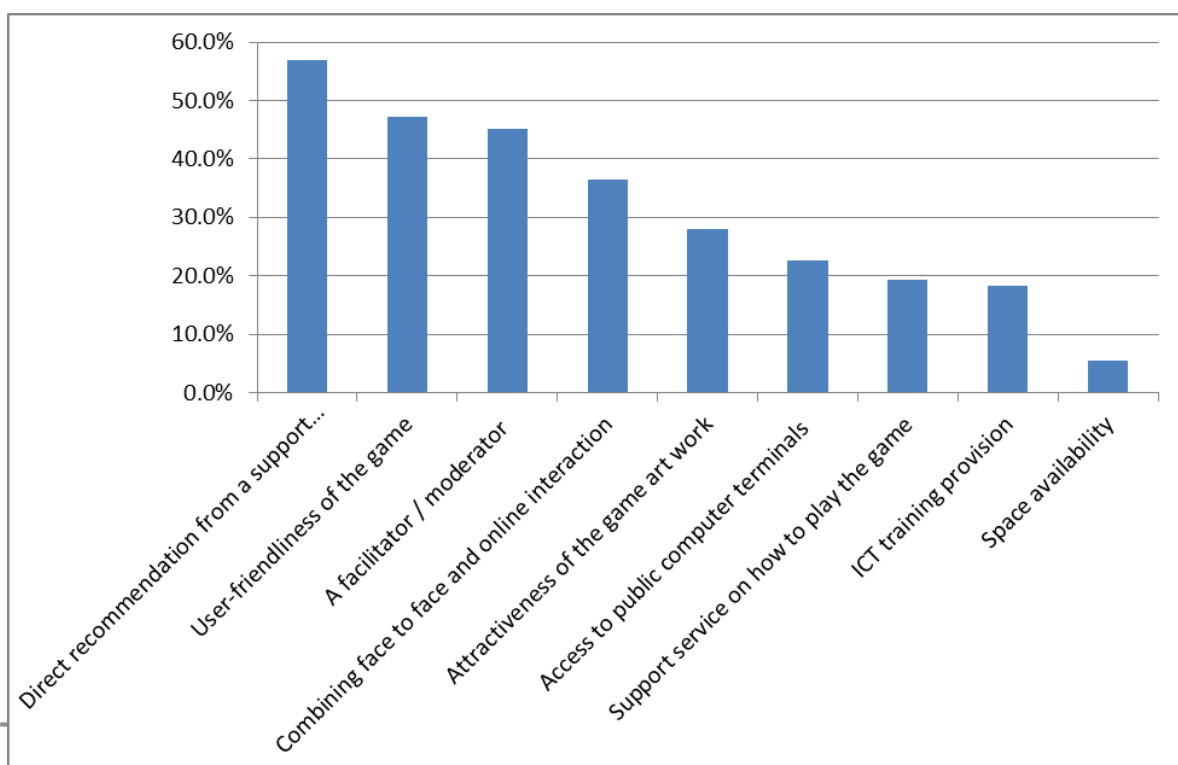
lend further evidence to the need of a game facilitator to moderate some of these factors. That role is discussed further in Chapter 4 of this report.

FIGURE 8: DROP OUT FACTORS



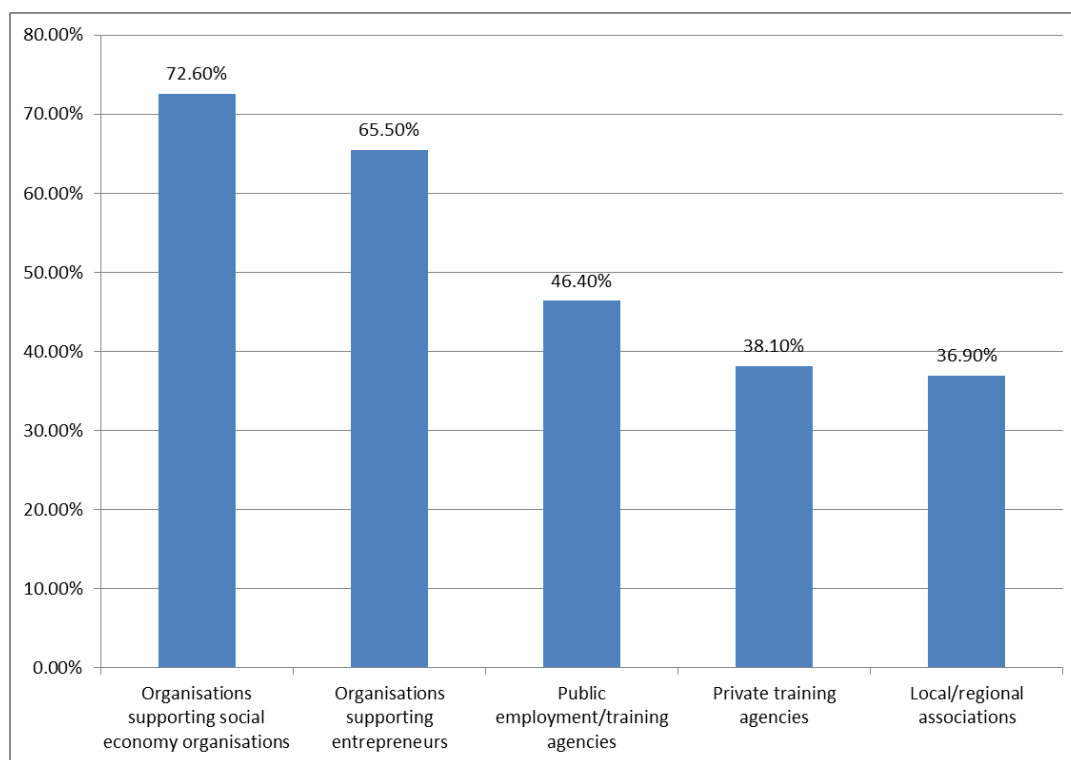
Looking at engagement through the lenses of how the game is played (see figure 6 below), it is particularly noteworthy that the existence of a facilitator or moderator is seen as the third most important game feature to engage players in the game.

FIGURE 9: FACTORS LIKELY TO ENGAGE PLAYERS



Finally, it is worth reporting on the role of systems and structures for engaging unemployed adults in training to become social entrepreneurs. Given the general lack of training provision on some of the key competences needed for social entrepreneurship, it is perhaps not surprising that our survey respondents thought that the most likely organisations who would engage the Social Seducement target group into game training would be organisations supporting social economy organisations (72.6 % of respondents) and organisations supporting entrepreneurs (65.5 % of respondents). This was followed at some distance by public and private training agencies and local or regional associations.

FIGURE 10: WHO IS MOST LIKELY TO ENGAGE THE UNEMPLOYED IN A SERIOUS ONLINE ROLE PLAY GAME FOR SOCIAL ENTREPRENEURSHIP TRAINING?



Thus, the organisational aspects of the project implementation and how to create the guarantee the relations with unemployed people or organisations working with long term unemployed people will be an essential aspect to impact the target.

3.2 The competence portfolio of prospective social economy entrepreneurs and entrepreneurs in need of re-training

In the previous chapter we underlined the added value social economy enterprises have when it comes to the (re-) integration of persons into the labour market and into society. The preceding section reported on survey findings as to the most important training required by people with disadvantages, in particular those who are long-term unemployed, to embark on a social entrepreneurship journey. This section brings these two sets of findings together and augments them with the experience of the project partners working directly with the social economy. It argues that seven competence packages are required: understanding the concept of the social economy, conception of the idea by a group of persons, establishing a business plan, management (including communication and marketing), creation of a conducive stakeholder environment, evaluation and impact assessment, operations. These are described in more detail below.

3.2.1 *The competences*

The following paragraphs illustrate that many more capacities than 'just' administration, establishment of a business plan or marketing are required in order to successfully establish a social economy enterprise. Some of them apply to any kind of entrepreneur; others are needed specifically with regard to entrepreneurship within the social economy.

In specific cases there may as well occur that other competences than those listed here are needed. Making sure that this is handled is something the Facilitator needs to address.

Understanding the concept of social economy

Potential social economy entrepreneurs have to be able to understand the principles and rules on the basis of which (different forms of) social economy enterprises work and their implications. Aspects to be kept in mind - and which are partially related with the below mentioned type of competences - are, for instance, the use of benefits, governance (involvement of members and other stakeholders into decision-making processes etc.), rules and regulations related to tax, reporting standards etc.

Conception of the idea by a group of persons

Entrepreneurs working in the social economy have to be able to develop their idea based a vision for the future. This has to be done in a collective way, i.e. together with co-entrepreneurs. Vision and idea have to be shared.

However, agreement on this and the willingness to go on with the idea will only be reached if the entrepreneurs feel confident enough and trust each other. Social and interpersonal skills are fundamental here (e.g. empathy, the capacity to listening, mediation capacities

and the ability to negotiate and include views of other persons while developing an idea, skills linked to problem-solving and conflict-management.

When working on a collective idea, knowledge of and capacity to apply diverse methods of participation and dialogue are central, important assets to drive the project forward

Like most entrepreneurs the potential (social economy) entrepreneurs start out with an abstract idea. Being able to develop these abstract ideas into a business idea, requires capabilities like. Strategic thinking, planning, the capacity to prioritize and goal setting.

All these competences are important throughout the whole process of enterprise creation, but obviously also in the running of a (social economy) enterprise.

Establishing a business plan

An important precondition for the establishment of a viable business plan are research capacities as well as analytical skills, such as the capacity to carry out a market analysis or financial analysis and prospecting skills. These competences/capacities are closely interlinked with the ability to understand and monitor the business environment.

Potential (social economy) entrepreneurs should be equipped with knowledge and capacities enabling them to individuate and access financial instruments.

Editorial skills are needed to make the plan understandable for co-entrepreneurs and workers, but also to present it in a convincing way to other stakeholders in a partnership.

An ability to learn from experience is required to feed changes in market conditions back into the business plan and underlying business model.

Again, all these skills are vital for the drafting of a solid business plan, but many are also required in all further stages of setting up, managing, developing and consolidating a (social economy) enterprise.

Management, including Communication/Marketing

Setting up an enterprise, but also consolidating its activities in the long run requires also a number of skills and capacities related to management, communication marketing and sales.

Among them figure, for example, knowledge and understanding of the legislative environment and administrative requirements, or bookkeeping.

Beyond that, social economy entrepreneurs should possess procedural capacities and organization skills, which include the ability to organize not only activities, but also a team - and this in cooperation with co-entrepreneurs, workers etc. The latter also necessitates

animation capacities and competences linked to internal communication and participatory governance such as they have been mentioned under point 2.

An important capacity - also and maybe in particular when it comes to collective entrepreneurship involving participatory governance - is the capacity to take a decision (and decide on the right moment).

Marketing requires again a number of analytical competences, but also communication skills, including aspects such as knowledge of and ability to use IT instruments (e-marketing etc.).

In close relation to marketing sales is another area where the enterprise needs to be knowledgeable and have capability to plan and act on these plans. Social

Creation of a conducive stakeholder environment

An important aspect of social economy entrepreneurship - which contributes in a significant way to the added value this type of enterprises might create - is its rootedness in local communities and in networks composed of players such as public authorities, other social economy enterprises, 'traditional' enterprises, universities, civil society, citizens (including the own clients/beneficiaries) etc.

Partnerships with these stakeholders enable a social economy enterprise to better define needs of the local population, to establish different type of cooperation around specific activities and to contribute to the creation of a (policy) environment supporting the activities of the enterprise.

Social economy entrepreneurs will be able to fully exploit these advantages (in coherence with their principles and values) only if they possess a good knowledge of the local context, social and interpersonal skills, communication capacities in general as well as abilities to network and to establish partnerships. Frequently, an ability to animate dialogue between different stakeholders might be required, as well.

Evaluation and impact assessment

Another set of capacities social economy entrepreneurs should have relates to the evaluation of their own activities and internal procedures. This includes the ability to revise strategies based on the results of such an evaluation and lessons learnt from experience. As stated under paragraph 2 the entrepreneurs have to be able to develop their idea based a vision for the future. When setting up businesses the initial idea may need to be changed to fit the market. That is one reason why it is important to train this capacity already from the beginning. Moreover, impact assessment is increasingly required to attract investors or satisfy regulatory requirements.

Operations

Operations involve the day to day running of the enterprise. Independent of Industry or sector the enterprise has tasks and duties that need to be done on a daily base and requires different competences.

Customer/Clients are the ones paying why client management is at the core of the daily activities. This involves sales and requires great social skills as well as problem solving ability.

In order to deliver to customers, recourse planning of equipment as well as persons needs to be done. This involves short term and the long-term perspective.

As stated earlier one of the success factors of a Social economy enterprise is the ability to be rooted in the local community and build partnerships and networks among the stakeholders. These relations, once created needs to be managed and maintained regularly and in some cases on a daily base.

Other important stakeholders that need attention are for instance suppliers, retailers and banks since they have key roles for the ability to run the daily business of the enterprise. This also requires social skills but also a understanding of the how the enterprise works in what implications different actions or decisions might have on it.

3.2.2 The competence portfolio

The table overleaf re-presents the discussion above in a way that organises required competences into knowledge, skills and attitudes – aligning them with the structure of the European Qualifications Framework. This is a comprehensive portfolio of competencies which is therefore applicable to both prospective social economy entrepreneurs and those existing social entrepreneurs in need of (re-)training.

TABLE 3: COMPETENCE PORTFOLIO FOR (PROSPECTIVE AND IN NEED OF RE-TRAINING) SOCIAL ECONOMY ENTREPRENEURS

Group of competences	The main specific competence	Knowledge knowledge is described as theoretical and/or factual	Skills (know-how) cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	Attitudes responsibility and autonomy
		To know...	To be able to ...	To behave with ...
Organisation of Social Economy Enterprises	Understanding the concept of the social economy	Multiple-goals nature of SE	To develop a solid and coherent Social Business Model	Creativity and responsibility for the collective venture
			To understand the articulation between those possible competing goals and to develop a strategy that can sustain and balance the SEs multiple goals	
		Dilemmas that can be caused by those multiple goals	To account for the SE's actions regarding the various objectives	Coherence
			To understand the difficulties, the strategic advantages and the implications (e.g. in terms of management and governance prescriptions) of different legal options / organisational models	
		Possible legal and organisational forms and structures available for SEs	To define the mission and the scope of the activities	
		The required steps to launch a SEs	To exploit market opportunities and to develop products	Polyvalence, realism, coherence, pragmatism, problem solving
			To manage the interface between the SE's various needs (HR, materials, etc.)	
			To conduct and manage change (growth, activity diversification, environment changes, scaling up, making decisions in the face of uncertainty etc.)	
			To manage various tasks and to manage time and priorities	
			To develop a strategy in a short, medium and long term	
To identify a problem and assess the potential impact				
To solve problems together with others through negotiation and inclusion of other's view				
Identify a problem and assess the potential impact	A positive attitude towards continuous learning			
	Identify a problem and assess the potential impact	Responsibility towards solving the		

Group of competences	The main specific competence	Knowledge knowledge is described as theoretical and/or factual	Skills (know-how) cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	Attitudes responsibility and autonomy			
		To know...	To be able to ...	To behave with ...			
			Solve problems together with others	problem Inclusive attitude towards co-entrepreneurs			
			Make decisions in the face of uncertainty				
			Ability to negotiate and include other's views				
	Business management and administration for social economy enterprises	Financial management of social economy enterprises	Identify sources of funding and fundraise	Patience and understanding, Perseverance			
			Adhere to apply and adhere to financial rules and regulations for social economy enterprises				
			Set up and maintain a transparent financial management system				
			Understand and meet investors' information needs				
			Provide timely and accurate financial reports to management, project managers, board, auditors, and investors				
			Exercise budget control				
			Use relevant accounting software packages or contract out				
			Marketing techniques for the social economy			Apply relevant marketing techniques to promote the business	Creativity
						Analyse marketing data and information	Analytical rigour
						Network effectively	Courage, generosity, perseverance, goal orientation
	Human Resource management		Recruit the right people	Understanding own business values and needs			
			Keep abreast of HR law and practices				

			Design HR policies		
		Managing supply chains	Identify suppliers	Creativity and lateral thinking	
			Run effective commissioning processes	Foresight, transparency, rigour, commercial and ethical integrity	
To be able to plan and set goals	Tools and techniques of planning		To manage own time	Foresight Attention to business needs Understanding of own and business values Managerial responsibility, supervising others where required	
			To prioritise tasks		
			To allocate resources		
			To prepare contingencies		
			To provides timely updates to management, staff and stakeholders		
			To link plans to business strategy and vision		
			To embed business values in the planning process		
			To set goals within the enterprise that correspond to business values		
					Solve problems together with others
					Make decisions in the face of uncertainty
		Ability to negotiate and include other's views			
To know and understanding social economy enterprise principles	How running a social economy enterprise differs from running a for-profit business		To find and apply what regulations apply to the specific enterprise (i.e tax, labour, industry specific regulations etc.	Consistency, coherence, passion, ethical sense	
To know and understand the SE's institutional environment	Understanding regulations and administrative requirements		To set up administration that makes sure regulations are followed To conform one's own practices and organisational features to the legal texts and regulations Create a functional governance system	Attention to detail and business needs Curiosity Questioning	
To know and understand the	How to create the most suitable		To create and maintain and improve the governance	Structure in mind, flexibility,	

Group of competences	The main specific competence	Knowledge knowledge is described as theoretical and/or factual	Skills (know-how) cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	Attitudes responsibility and autonomy
		To know...	To be able to ...	To behave with ...
	social economy enterprise governance: the main regulations and legal texts for SEs	governance structure of the business	system created To find long term solutions and implement them in the organisation	adaptability, cooperation
		How to assess potential limitations and shortcomings of the enterprise	To identify, analyse, and understand the (future) social needs related to the SE field, by listening, interpreting, and anticipating the demands expressed by consumers, beneficiaries, the State, etc.	Analytical mind-set, foresight
	To position SE within the wider field of economic alternatives and the links with various concepts (social economy, social enterprise, social business, etc.)	The consumption attitudes and their implications on the social and economic context	To search and evaluate the potential resources based on the needs of the enterprise	One-minded, flexibility curiosity
Knowledge of the environment of the Social Economy	To know and understand where and how to utilise external support	The type of support external resources can bring to support the enterprise	To negotiate terms for the support	Interest and humility (appreciation that can't all do it alone)
		How to deal with external resources	To plan and implement the support in the processes To evaluate the support given/used support	Creativity and responsibility toward the business and its goals and values
			To determine global performance indicators e specific to SE to assess its economic contribution and its social impact making reference to the main methods Apply the most appropriate technique considering internal skills	Attention to detail Inclusive mind-set
	To assess the global performance and social impact of the SEs	The main methods of social impact measurement	To apply the most appropriate technique considering internal skills To set up appropriate monitoring systems	Analytical mind set

Group of competences	The main specific competence	Knowledge knowledge is described as theoretical and/or factual	Skills (know-how) cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	Attitudes responsibility and autonomy
		To know...	To be able to ...	To behave with ...
			To identify external support where needed	
			To match the needs of the enterprise from the different stakeholders capabilities to support	
	To understand and know about the definition and understanding of the stakeholder environment	How to find and navigate the stakeholder environment	To create partnerships	Interest, creativity
			To maintaining and developing the partnership, -s	Creativity, collaborative spirit, leadership
		To work in teams	Creativity, realism, inclusive mind-set	
Individual Competences to smoothline the running of a Social Enterprise	To have interpersonal skills	Some personal effectiveness concepts and tools	To listen	Empathy Analytical, detailed mind set
	To be able to organise		To organise teams	
			To understand and monitor the business environment	To organise activities
	To be able to learn from experience			To analyse, draw conclusions and propose actions
			To match relevant tools towards the needs of the enterprise	A willingness to continuous improvement
	To have digital skills	Digital tools awareness and usability	To implement and use the relevant tools	Openness toward digital communication and tools

Group of competences	The main competence	specific	Knowledge knowledge is described as theoretical and/or factual	Skills (know-how) cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	Attitudes responsibility and autonomy
			To know...	To be able to ...	To behave with ...
				To continues learning and developing the digital skills	

3.3 Summary and implications

The journey towards becoming a social economy entrepreneur involves much more than just learning a series of hard business skills like accounting or marketing – even though these are undoubtedly crucial. In fact, it is increasingly recognised that entrepreneurship requires a series of attitudes, personal qualities and mind sets that cut across traditional educational boundaries. It involves:

- The ability to think laterally (strategic thinking, planning and goal setting)
- A proactive attitude to searching out opportunities and solving problems rather than waiting for solutions to be handed down from above
- The ability to make decisions
- The willingness to experiment and, therefore, to take reasonable risks in the face of uncertainty
- Interpersonal skills such as the ability to work in a team, as well as and motivate clients, suppliers and workers behind an idea, service or product.

Based on the survey and involving persons working with social economy enterprises on a daily basis it is clear that the need for competences not differs much from traditional enterprises. What come extra are competences related to the concept of social economy enterprises.

The competence portfolio therefore starts with these competencies to then progress and incorporate a broad scope of skills, knowledge and attitudes that need to be present in the enterprise. It needs to be stressed, however, that the portfolio is of a broad scope and that not every competence will necessarily be present in each individual or business. The implication for the Social Seducement game is therefore that the facilitator may need to be to help the group to identify what competences shall be trained and available within the company vs. sourced from key partners.

A big focus for the game will be on developing soft / personal skills. This has been highlighted in the survey and it also seems to be a need in the market as by the target group for the game. These skills are hard to teach in a traditional way, and, as our survey has shown, training provision is in short supply. Some people are clearly better at them than others but they are not necessarily the most highly educated or wealthier members of society. In fact, evidence shows that these entrepreneurial mind-sets and attitudes are generally acquired and perfected through experience – both directly and through family, friends and peers. This is why an entrepreneurial tradition takes time to build up but then is often passed down through generations in particular cultures and geographical locations. Thus, entrepreneurial attitudes and skills are best developed by experiential learning – learning by doing or action learning – rather than by studying a textbook or attending a lecture.

Serious online role play games can therefore be an important learning support given their possibility to widen the horizon, to simulate conflicts or difficulties, to exercise risk and success. And a well organized game can help coaches, mentors and trainers or facilitators to increase the necessary “learning by doing” process. This generally tends to

require a game master, or facilitator. This role in the context of the Social Seducement game will be discussed in the next chapter.

At the same time, however, we stressed the fact that, in order to fully exploit this potential, social economy entrepreneurs need to have a number of competences and capacities. Either themselves or accessible to the enterprise. This can either be sourced from outside Key partners or by having them as members or employees. How this is carried out is something that each potential enterprise needs to find out while playing the game, thus planning the set-up of the enterprise.

4. Role and competences of Social Seducement game facilitators

Following on from the previous section, this chapter develops the argument for, and competence portfolio of, the facilitator role in the Social Seducement serious online role play game. It starts off by explaining why the role of the facilitator is important and needed, then continues to explain the scope of this role in order to present a competence portfolio. The chapter concludes by looking ahead to the question of how to identify and train the Social Seducement facilitators.

4.1 The need for facilitation in the Social Seducement online SRPG

The aim of the Social Seducement online role play game is to support unemployed people in their journey from exclusion to entrepreneurship. This is a difficult transition.

Unemployment generally is the result of a crisis, of a personal trauma, of a disadvantaged situation. Unemployed people can be forced to become entrepreneurs, to self-employ, because nobody else provides for giving them a job and/or an income. So the decision to become an entrepreneur often is the “last chance”.

The design of the Social Seducement game and its underlying pedagogical model⁶³ aims at removing some of the barriers that this group of people can face when contemplating entering into the entrepreneurial process. Each of these pedagogical components also directly points to the need of a facilitator, as the paragraphs below will explain.

Facilitation refers to the Latin word “facile” which means easy. The verb “facilitare” means to make it easy, to favour, to simplify.

Facilitator – one who contributes structure and process to interactions so groups are able the function effectively and make high quality decisions. A helper and enabler whose goal is to support others as they achieve exceptional performance.

Ingrid Bens, Facilitating with Ease

A Facilitator is an individual who enables groups and organisations to work more effectively; to collaborate and achieve synergy. She or he is a ‘content neutral’ party who by not taking sides or expressing or advocating a point of view during the meeting, can advocate for fair, open and inclusive procedures to accomplish the group’s work. A facilitator can also be a learning or dialogue guide to assist a group in thinking deeply about its assumptions, beliefs and values and about its systemic processes and context.

Sam Kaner et al, Facilitator’s guide to Participatory Decision Making

⁶³ This is presented in IO1 Guide for game development and further elaborated in the upcoming IO3 Guide on the Social Seducement Game (due in November 2015).

The game is conceptualised as an **online game** to make learning fun and also remove access to training barriers people may face. Yet, “(v)irtual groups provoke a psychological response to their existence, to their membership and the type of people they might attract, in the same way that physical groups do.”⁶⁴ So the basic need for a facilitator to help the group manage itself, the dynamics that emerge and hence the process towards accomplishing its task remains. In addition, the online space creates a set of particular conditions which need tending to. One particular issue is the creation of trust (many online collaborations collapse because of a lack of trust). This is because factors responsible for building trust in the physical world - such as communality, ability, benevolence, internalised norms and accountability (Rusman, 2011) - are not immediately apparent in online interactions and so successful online collaborations take time and appropriate expectations to succeed. Other issues that groups can experience in the online space are adverse effects of increased anonymity (in the case of non-video based technologies) include greater aggression towards members⁶⁵: “The absence of a physical presence can create a disconnection in the individual minds of the group member to the humanity of the other person, and that they will be reading and reacting positively or negatively to the words chosen.”⁶⁶ Indeed, in our survey respondents felt that the capacity to relate with others digitally was the second most likely drop out factor from the game-based learning experience (after the appeal of the training as a whole). The user friendliness of the game was the third most important drop out factor mentioned. Both factors speak to the need for a facilitator to support the group’s and individual’s work in the online space.

The Social Seducement online serious role play game is a simulation of an entrepreneurial process which allows for risk-taking in a safe space.

The game is conceptualised as a **group game**, as it is important, in particular for people disadvantaged in the traditional labour market, to undertake the career as an entrepreneur in a collective way, as a group. The Social Seducement game therefore wants to stimulate and support group building processes and actions. Yet making decisions as a group can be more difficult and requires, perhaps, greater social skills. We think that these skills will be trained and empowered through the game by exercising collective entrepreneurial planning and decision making, step by step.

Unemployed and excluded people can suffer from low self-confidence due to a lot of experienced failures. They need to experience that each person is fragile and strong at the same time. In a game the different abilities, passions and skills can more easily emerge, and weaknesses or diversities do not represent an immediate danger. People can learn how to trust and rely on the ability/diversity of another person in a certain circumstance, a person who in other circumstances may seem unreliable. As a result the collaboration capabilities grow and self-esteem increases, step by step and by exercising confidence, trust, reliance. The world outside – represented in the game by clients, suppliers, banks,

⁶⁴ Archer, C (2012) Does Basic Assumption Behaviour take place in Virtual Groups? Dissertation submitted in partial fulfilment of the requirements for the degree of MA in Working with Groups, p. 16 (unpublished)

⁶⁵ Postmes et al 2002; Arcehr, C 2012

⁶⁶ Archer, C (2012) Does Basic Assumption Behaviour take place in Virtual Groups? Dissertation submitted in partial fulfilment of the requirements for the degree of MA in Working with Groups, p. 16 (unpublished), pp 38-39

the community, the laws and rules – becomes less threatening and bargaining skills become negotiating competencies; in a word a learning by doing empowering process. Individual players will have to work as a team as well as learn with and from each other in order to progress through the game and complete it. As the aim of the game is to help unemployed people set up a collective social economy enterprise, the group experience is as big a part of the learning as learning about the technical skills of social entrepreneurship. In terms of pedagogic practice, the Social Seducement game therefore combines cognitive learning (learning as a function of internal mental activity involving observing, categorising, forming generalisations to make sense of information provided) with social learning (learning as a social activity where new knowledge is mutually constructed). A degree of cognitive learning will be required of individuals in order to 'get into the game' and acquire the technical skills needed to allow them to take up their role in the game in a way that allows them and the group to progress. Social learning will be required in order to develop joint visions for the collective social enterprise, find solutions to the unforeseen events the game will introduce, etc. In Social Seducement, one of the roles of the facilitator, particularly in the group formation stage, will therefore be to help players establish trust in each other so that the group can play together (and keep on playing to the end of the game).

Finally, within the main target group of unemployed adults, we anticipate seeing a range of other disadvantages present, leading to potentially diverse training groups.

Considering these game characteristics, a facilitator is needed to moderate the interface between the individual and group learning to support progression, intervening appropriately considering the 'mode' the individual and group is in. The Social Seducement facilitator's role deals with leadership, the ability of bringing people together for planning, making decisions, collaborating, solving problems, collaborating in synergy. Ultimately, ***their role is to help the group to go through the different sections and steps*** of the game.

4.2 The role of the facilitator in the Social Seducement online RPG

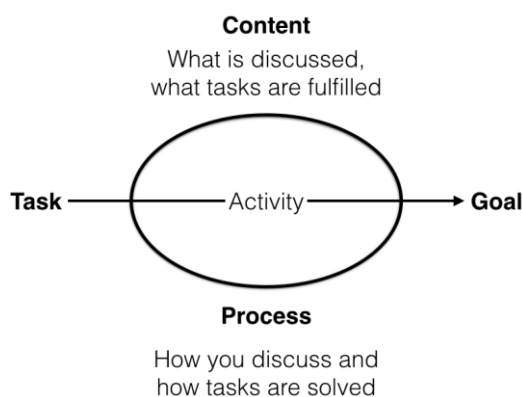
The facilitator of the Social Seducement game will thus help the individuals and the group achieve their purpose more effectively and efficiently: to use well the opportunity and to enjoy the game and to achieve playing, more competencies as social entrepreneurs, to realise their business plan and to loose risk fear. Indeed, our survey respondents felt that a facilitator / moderator to help people play the game was the third most important factor for engaging people into playing (45.2 % of respondents rating this item as one of the top three engagement factors). Focus groups carried out in partner countries further confirmed that the presence, ideally both online and in person, of a facilitator would be required in the game.

The Social Seducement facilitator seems to have many of the characteristics of a Game Master (GM also known as game master, game manager, game moderator or referee): a person who acts as an organizer, officiate for questions regarding rules, arbitrator, and moderator. Game masters are most common in co-operative games in which players work

together and are less common in competitive games in which players oppose each other. The role of a game master in a traditional role-playing game is to weave the other participants' player-character stories together, control the non-player aspects of the game, create environments in which the players can interact, and solve any player disputes. The basic role of the game master is the same in almost all traditional role-playing games, although differing rule sets make the specific duties of the game master unique to that system.

The most important task of any facilitator is to protect the process of the participants, those that aspire to learn (through the game) how to manage in our case a collective social enterprise. The process is how the group goes about accomplishing their task. The problem or content is what they are working on.

FIGURE 11: HOW GROUPS REACH GOALS ⁶⁷



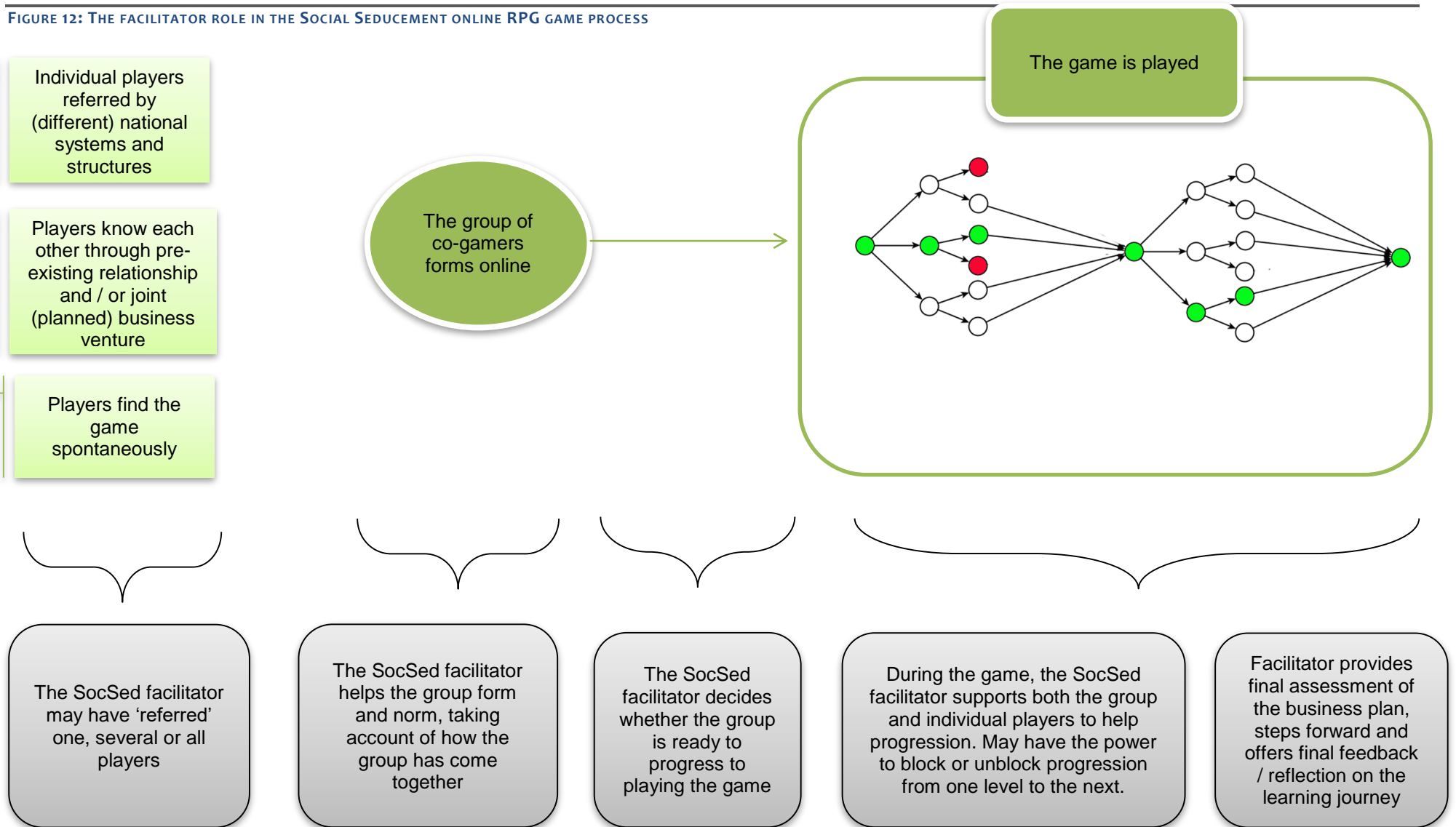
The facilitator uses a set of techniques, knowledge and experience and applies them **to protect the process that the group is working through**. The facilitator helps to create the process, adjust it, keep it heading in the right direction and, most importantly, **keeps the people attached to it**.

The facilitator is the keeper of the task and does not influence the content or product of the group. The facilitator pays attention to the way the group works – **the process**. The facilitator intervenes **to help the group stay focused and build cohesiveness**, getting the job done with excellence, while developing the product.

The figure overleaf illustrates the role of the facilitator at different stages of the game (where each stages is composed of several tasks).

⁶⁷ Coompanion Gothenburg, 2015

FIGURE 12: THE FACILITATOR ROLE IN THE SOCIAL SEDUCEMENT ONLINE RPG GAME PROCESS



4.3 The competences required of the Social Seducement game facilitator

Given that Social Seducement will be an online game, the facilitator seems to have many of the characteristics of a Game master. Those characteristics will be complemented with coaching and mentoring competences that will support the learning process of the players in becoming social entrepreneurs.

There is a lot of literature on facilitation in group learning, community development, business management etc. The International Association of Facilitators⁶⁸ provides a variety of experiences, Manuals, Code of Ethics, competencies and skills that the facilitators needs to have to accomplish his/her role. One of the most clear and simple description of the role a facilitator we found it on the Virginia University website.⁶⁹

The central role of the Social Seducement facilitators is to empower the players to tackle individual and organisational challenges towards the transformation of their business idea into a sustainable business model. In order to achieve this, the Social Seducement facilitators will need to have the skills to help bring powerful learning practices and problem-solving approaches to benefit the Social Seducement players – being them both perspective social entrepreneurs and entrepreneurs in need to retraining.

The Social Seducement facilitators will need to be confident, have good facilitation skills, be equipped with tools to support the players in solving “real problems”. They should motivate the players in being engaged in a collaborative learning process through reflecting real work issues, exploring possible solutions and planning for action, towards the formation of their Business Model.

Therefore the role of the Social Seducement facilitators can be summarised as:

- Enhancing the group of players working and collaboration skills;
- Developing problem-solving and decision-making skills among the players;
- Creating the setting for identifying a solution to an organisational challenge which provide immediate benefits in the game scenario;
- Enhancing the players' ability to reflect on and learn from individual and collective experiences;
- Facilitating the development of players' awareness of how individual behaviours, attitudes and assumptions impact on their decision-making processes.

The following features are common to all the entrepreneurial support methods: coaching, mentoring and facilitation the group work. The same person can be a coach, a mentor, and a facilitator, even if the three methods are quite distinct:

⁶⁸ <https://www.iaf-world.org/site/>

⁶⁹ <http://www.virginia.edu/processsimplification/resources/Facilitator.pdf>

- **Business coaching** is the practice of providing support and occasional advice to an individual or group in order to help them recognise the ways in which they can improve the effectiveness of their business. It can be provided in a number of ways, including one-to-one tuition, group coaching sessions and large-scale seminars. Coaches can be used at any stage in a business's life cycle.
- **Mentoring** involves a developmental relationship between a more experienced mentor and a less experienced 'mentee' and typically involves sharing and comparing advice and information. It is always one-to-one. Ideally mentors for business start up should themselves have had the experience of starting up and running a business.
- **Facilitation** is provided by a person called a facilitator, who leads pairs or groups to obtain knowledge and information, work collaboratively, and accomplish their objectives. He/she has no decision-making authority, intervenes to help a group improve the way it identifies and solves problems and makes decisions in order to increase the group's effectiveness.

Considering that Social Seducement intends to identify and use the potential of an on-line game to facilitate the access to training for unemployed adults, to increase productivity through fun, while allowing the shift from costly and infrastructure-heavy training and development programmes to more flexible contextual learning models that allow people to develop emerging new skills, the game learning process will need the support of a facilitator who leads the process, to help people HOW to use at their best the learning experience and the CONTENTS to help people to address the TASKS.

The Two Types of Facilitator Roles

Process Facilitator	Content Facilitator
How	What
The methods and procedures How relations are maintained The tools being used The rules or norms set The group dynamics The climate	The subjects for discussion The task The problem being solved The decisions being made The agenda items The goals

There are then **three key sets of competences** which are related to the "Social Seducement topics and principles" which are part of the IO1 – Guide for Developing the Social Seducement Game:

1. The Social Economy and Social Entrepreneurship
2. Communicational and relational, with a specific focus on those cultural and social competences implying appreciation for difference
3. ICT skills and a basic knowledge of digital role-play games

4.4 The competence portfolio

Relying on the various sources of information (scientific and practitioner-oriented literature, partners and stakeholders experience and the survey), this present section puts forward the factors and elements to take into account in building the competence framework for the Social Seducement facilitators.

As suggested by the European Qualifications Framework for Lifelong Learning⁷⁰, the competence framework is structured around the three sets of competences: knowledge, skills and attitudes. The knowledge gathers the elements that Social Seducement facilitators should know to assume their functions; the skills gather the know-how to be developed by the facilitators; and the attitudes include the soft skills to be acquired by the facilitators in relation to the competences to behave adequately in the facilitation of the group.

⁷⁰ <https://ec.europa.eu/ploteus/content/descriptors-page>

TABLE 4: COMPETENCE PORTFOLIO FACILITATORS

Group of competences	The main specific competence	Knowledge knowledge is described as theoretical and/or factual	Skills (know-how) cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	Attitudes responsibility and autonomy
		To know...	To be able to ...	To behave with ...
Social Economy and Social Entrepreneurship	To know and understand what makes SE identity	The definition of social economy and social entrepreneurship	To put into action the SE values and principles and to integrate them in the Social Seducement organisational practices and business model	Consistency and coherence
		Key principles of the social economy and social economy principles	To relay the SE values and principles within the Social Seducement game in order to raise a shared vision on organisational identity	Appreciation for collective entrepreneurial processes and decision making
	To reconcile social, economic and socio-political objectives of SE in a coherent business model	The multiple-goals nature of a Social Enterprise	To develop a solid and coherent Social Business Plan (demonstration of the quality of the project, preliminary study of the value chain to assess the project's feasibility, financial plan, etc.)	Imagination/creativity and pragmatism/realism
		The tensions/dilemmas that can be caused by those multiple goals	To understand the articulation between those possible competing goals and to develop a strategy that can sustain and balance the SEs' multiple goals	Consistency, coherence
		The possible legal and organisational forms and structures available for SEs	To account for the SE's actions regarding the various objectives (accountability)	
		The required steps to launch a social economy enterprise	To understand the difficulties, the strategic advantages and the implications (e.g. in terms of management and governance prescriptions) of different legal options / organisational models	Constant questioning and lifelong learning to continuously improve the managerial aspects
			To define the mission and the scope of the activities	Polyvalence
			To exploit market opportunities and to develop products	Wakening, creativity
			To manage the interface between the SE's various needs (HR, material means, etc.)	
			To conduct and manage change (growth, activity diversification, environment changes, scaling up, etc.)	
To implement the required steps to launch a Social Business				
To manage various tasks and to manage time and priorities				
	To develop a strategy in a short, medium and long term			
Relational, cultural and social competences	To manage group dynamics and behaviours	Typical behaviours that occur in groups in learning processes	To actively listen and argue	Respect for different opinions, points of view and backgrounds

Group of competences	The main specific competence	Knowledge knowledge is described as theoretical and/or factual	Skills (know-how) cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	Attitudes responsibility and autonomy
		To know...	To be able to ...	To behave with ...
			To communicate esteem and confidence	Without blaming (e.g. when correcting mistakes and offering feedback)
			To manage conflicts	Neutrality on content of business proposition whilst exercising a value judgement on the quality of the business plan
			To encourage participation by all (balanced participation)	
			To encourage group dialogue	
			To provide a structure and process for group work	
			To encourage different points of view	
			To record, organise and summarise input from group members	
			To support the formation of group consensus	
			To encourage the group to self-evaluate	
			To harness difference for the common good	
To protect group members and their ideas from attack				
To understand disadvantage	About working with people with (multiple) disadvantages	To increase risk capacities among Social Seducement learners	Understanding, listening, patience, respect of diversity, Open-mindedness	
		Empowerment processes and collective decision making	Leadership with empathy, charisma, team building	
To appreciate the importance of the creative expression of ideas, experiences and emotions	The difference between a dialogue and a debate, the setting up of a safe and open environment for working	To allow learners to speak from their own experiences	Transparency, justice, fairness, ethics	
		To facilitate sharing and mutual understanding, towards establishment of common ground To capitalize on differences among group members for the common good	Cooperation	
To know adult learning processes and how to evaluate learning	Some methods and concepts for assessing learning outcomes learning (level 3 and above)	To assess the quality of a range of data and draw conclusions about its quality learning (level 4 and above)	Critical thinking, transparency, integrity	
		To encourage the group to evaluate its own progress and development		
ICT for learning and gamification	To know the fundamentals of ICT literacy (Level 3 and above)	How to use a computer and how to get online (main computer applications)	To search, collect and process information and use it in a	Critical thinking, creativity, reflective attitude

Group of competences	The main specific competence	Knowledge knowledge is described as theoretical and/or factual	Skills (know-how) cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	Attitudes responsibility and autonomy
		To know...	To be able to ...	To behave with ...
			critical and systematic way	
			To use computer applications to produce, present and understand complex information	Responsibility and creativity
	To be able to use Social Network environments (Level 2 and above)	About the most common online communication and social networking technologies and their purposes	To communicate via social network environments such as facebook, twitter, youtube, slideshare, skype	Positive attitude towards ICTs and online communication
			To manage group discussions	Creativity, transparency, positivity
	To know the basics of online role play games (Level 1 and above)	Basic principles of online RPG	To learn, understand and operate in a serious game environment	Cooperation, transparency, creativity, polyvalence
			To motivate and engage learners	Leadership with empathy
			To record, organize, and summarize input from group members	Organisation, pragmatism
			To move the group through stages of group decision making and consensus	Team building
		To encourage the group to evaluate its own progress and development	Responsibility and critical thinking	

4.5 Who will be the Social Seducement facilitators and what training will they need?

One of the outputs of the Social Seducement project is to train and develop game facilitators in EU as key resources to enable the replication of the approach. Their function is to facilitate/increase access to the game/training, to increase the fun and the learning process.

There will be two types of facilitators:

- 15 'professional' facilitators; and
- 25 'natural facilitators' that will implement a job shadowing to develop expertise, thus the ability to transmit knowledge and expertise. By doing a planned work, job shadowing can support knowledge management and ensuring that deep expertise and knowledge are not lost.

Where to identify and select the Social Seducement facilitators?

Starting from those organisations which have been involved in the project survey and in the focus groups, they will be identified and selected from VET organisations, NGOs, active citizenship associations, social cooperatives, but also passionate RPG and bloggers, social media and network professionals may have the background to learn how to facilitate the game and the entrepreneurial learning process and last but not least how to raise the often hidden ambitions and capacities of excluded people. Rather than seeing Social Seducement as replacements for other interventions, or for use in isolation, the consortium focus on the potential for empowering intermediaries and professionals who work in the domain of social inclusion such as among others, group process and social entrepreneurship facilitators or community participatory process facilitators.

In this respect Social Seducement will train professional and natural facilitators to promote new social and inclusive entrepreneurship, being able to empower excluded people from exclusion to entrepreneurship and using the online game to increase the effectiveness of the learning process.

The development of the Social Seducement facilitator training programme

The training programme for the aspiring Social Seducement facilitators capitalises on their experience and capacities in terms of facilitation, mentoring, coaching to transfer social entrepreneurial experiences and achievements to start-up groups, local communities etc.

The process consists of 2 steps:

1. Collection and analysis of their CVs

To collect and analyse their CVs and experiences, using the competence portfolio as a guiding tool for this assessment and a questionnaire including the following questions:

- a) Do you work with disadvantaged unemployed people in an entrepreneurial process?
- b) Have you ever worked with local communities helping them organise self managed services?
- c) Do you work as a trainer, tutor, mentor, coacher in organized training programmes?
- d) Please describe from your point of view the most important characteristics of a facilitation work? (in alternative we can provide a list and a priority point system where they put a cross)
- e) Do you like games and online games and do you think they can be useful in training towards entrepreneurship?
- f) Did you ever act as a game master?
- g) Would you like to set up a collective social enterprise where different facilitators work together using common methodologies and tools?
- h) What is your position on leadership (your own and others')?
- i) Given that you want to participate in the social seducement training programme and in the start-up of the facilitator social enterprise please tell us where you feel really good as a professional and where you feel weaker and would like to be trained

2. Developing the training programme taking into consideration both the facilitators competences and the portfolio:

This will be closely related to the Social Seducement game. The players have to use the game as their training programme in order to achieve the knowledge they need. They have to act in turn as the facilitator and gain experience to be part of group of the aspiring social entrepreneurs. They have to learn the contents, the processes, the ICT elements; they have to become very familiar with the game and they also can give a feedback where the game has to be corrected;

- Help the group of facilitators to set up their business plan as at the end of the Social Seducement project they will give continuity to the use of the game by

setting up their enterprise. Given that they are good facilitators this doesn't mean that they are successful entrepreneurs.

- Deliver some relevant 'factual' content which facilitators may not bring.

In summary, the training programme of the facilitators will use the game following the strategy of "learning by doing". In addition the facilitators have to set up an enterprise or association themselves (a network of facilitators, one of the outputs of this project). This means that the training programme has to provide a specific section of business planning (also on this issue the game may be useful).

4.6 Summary and implications

Given the nature of Social Seducement target group, the skills that are to be developed and the nature of the game, it is clear that a facilitator will be an important component of the Social Seducement game. To be effective, they will either need to bring or be able to develop three broad sets of skills: online facilitation, understanding social economy entrepreneurship and ICT skills. Given the breadth of these skills we may not expect each facilitator to be equally skilled at each of these competencies, and the training to be delivered as part of this project will be an important leveller as well as serve as the facilitators' own experiential immersion in the game. In that sense, the ongoing involvement of facilitators as they are identified in the development of the game and its materials would offer a useful continuous improvement opportunity.

5. Conclusion

This report has presented our analysis on the needs of our target group, drawing on comprehensive primary and secondary research. The discussion in the preceding chapters surfaces five key themes / conclusions.

First, the developing Social Seducement serious online role play game meets both a 'demand' and a supply gap in the training of people with disadvantages, and in particular those who are long-term unemployed, wishing to become social economy entrepreneurs. Our survey and background literature have shown that training needs revolve particular around soft skills (both specific to setting up / running a social enterprise and general professional skills). This chimes with the literature and partners' experience highlighting some of the important personal / dispositional barriers to social entrepreneurship. At the same time, the evidence gathered as part of this intellectual output suggest that training supply exactly on those soft skills is scarce which suggests that, if appropriately marketed and designed, the game should be a success.

Second, the format of the game – online, role play – is the right one to both engage and train our target group. The essential features of our serious online game address some key situational barriers our target group face when attempting to set up a social economy enterprise, is seen as likely to be attractive (provoking curiosity) and allows people to experiment in a safe space.

Third, all of the sources drawn on for this report support the intention to include a facilitator as 'game master'. Indeed, the role of the facilitator will be an important one to make the game work for individuals and groups, engage participants and support completion of the training. The competence portfolio developed as part of this intellectual output speaks to the centrality of the role in the game in outlining a broad range of knowledge, skills and behaviours prospective facilitators should possess.

Fourth, in thinking through and encoding the competences both of prospective social entrepreneurs and facilitators in the two competence portfolios it is easy to aim for comprehensiveness. This comprehensiveness, however, must not deflect from the real world where it is unlikely that any one individual (and possibly even groups) will possess or develop all the listed skills. The Social Seducement game may therefore need to be able to assess both the individual distance travelled during the game as well as the group journey and outputs. .

Fifth, the work on this and the first intellectual output has shown that in the development of the Social Seducement game activities are closely interlinked. Ongoing work in the next intellectual outputs, most notably IO3 (guide on the Social Seducement online role play model), IO 4 (Online Social Seducement Role Play

Game) as well as upcoming work on IO 5 (training pathway for the Social Seducement facilitators) and IO6 (validation report / piloting) will therefore need to pay close attention to the findings of this report and intellectual output 1.

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Annex: Impact cases

Social Seducement

Analysis of Social Impact Assessment Reports

Objective: Demonstrate social added value generated by the social economy enterprises

List of enterprises and their method for social impact assessment

Cherbai (BE) - Cooperative (société coopérative)/Renovation of buildings - Storytelling (joint reflection among co-entrepreneurs and employees on what changes social economy, in the specific case of the own enterprise, brought about for them, the enterprise and others)⁷¹

Forma (BE) - Entreprise de formation par le travail (work integration enterprise) promoting work integration specifically of women/Cleaning and gastronomy (catering) - Storytelling⁷²

Ferme Nos Pilifs (BE) - Association (Entreprise de travail adapté)/Gardening/Agriculture/Maintenance of green space - Storytelling⁷³

Crédal (BE) - Cooperative/Alternative finance and coaching - Inquiry/Focus group interview on the impact of a specific financial product (microcrédit mobilité)

Microstart (BE) - composed of a cooperative (coopérative à finalité sociale) and an association (cooperative, association, etc.)/Alternative finance (micro-credit) and coaching/training - Evaluation of impact on clients/Evaluation of impact on governments and public expenditure

Cadore scs – social cooperative (type B) (Valle di Cadore, Italy) / care and maintenance of the landscape, forestry - Bilancio Sociale

Consorzio abn - a&b network sociale – social cooperatives network (Perugia, Italy)/ human promotion and social integration for people with disadvantages through working inclusion and social assistance - Bilancio Sociale

⁷¹ SAW-B/Inter-Mondes: Et qu'est-ce que ça change? Récit de Cherbai. Monceau-sur-Sambre 2014.

⁷² SAW-B/Inter-Mondes: Et qu'est-ce que cela change? Récit de Forma. Monceau-sur-Sambre 2014.

⁷³ SAW-B/Inter-Mondes: Et qu'est-ce que cela change? Récit de Ferme Nos Pilifs. Monceau-sur-Sambre 2014.

Il Giardino del Sole – social cooperative (type B) (Varese, Italy)/ environmental maintenance, waste management, agriculture, restaurant - Bilancio Sociale

Spazio Aperto – social cooperative (type B) (Milano, Italy) / Special waste management, car sharing, parking management, cleaning services - Bilancio Sociale

La Collina – social cooperative (type B) (Trieste, Italy) / cultural facilities (theaters, museums, libraries), administrative services for private and public administration, graphic design, hotel management - Bilancio Sociale

Cooperativa Lavoratori Uniti Franco Basaglia – social cooperative (type B) (Trieste, Italy) / environmental maintenance, cleaning services, catering, logistics, therapeutic rehabilitation services - Bilancio Sociale

Cascina Bianca - social cooperative (type A and type B) (Milano, Italy) / type A: social and health assistance for people with disabilities (especially with autism); type B: logistics, catering, environmental maintenance - Bilancio Sociale

Il Cammino – social cooperative (type B) (Biella, Italy) / concierge services, remote assistance, collection of used clothes, cleaning services, carpentry - Bilancio Sociale

Il Cedro – social cooperative (type B) (Vimercate, Italy) / environmental maintenance - Bilancio Sociale

Il Capannone – social cooperative (type B) (Concorezzo, Italy) / assembly and packaging, billboards and distribution, transport services for disabled persons - Bilancio Sociale

Basta Arbetskooperativ – Rehabilitation through workintegration in different industries and locations / Rehabilitation and workintegration - Socioeconomic annual report

LeMat – Hotell / Band & Breakfast concept run as Social Franchising / Hotel, tourism - SROI

Vägen ut! SE – 11 Not for profit Cooperativse, supporting people to enter /reenter the labourmarket through training and work./ Rehabilitation and workintegration - Socioeconomic annual report

Vägen ut! SE – 11 Not for profit Cooperativse, supporting people to enter /reenter the labourmarket through training and work./ Work integration – ECG

Karriärkraft Service – A Cosnortium of cooperatives in different areas support careers for disasdvantaged people / Different sectors – SROI

Kooperativet Valborg → **Cooperative selling support to folk high school / Service – SOR**

Craftmanship Cooperative UNITIS → **Cooperative / Craftmanship, assistance – Visorek**

Beatebergs Hunddagis → **Cooperative / Dog shelter - Visorek**

Krami → **Training program / Cooperation between government agencies – SROI**

Arbetskooperativet Rondellen → **Social Cooperative / Gardening, transportation, carpenting, tailoring - SROI**

Timewise Foundation – Community Interest Company, Services Sector (provides support to mothers seeking high quality part time employment), SROI method of impact assessment .(SROI report from 2013, focuses on sub-group of clients: women with children out of work and those in low income households)

L & Q Housing Association – Society with Charitable status, Housing Association/Social Housing and regeneration Sector – Impact Assessment Framework acts as SROI report (focus on investment into areas and improvements for customers and local neighbourhoods).

South Sudan Women's Skills Development (SSWSD) – Charity & company ltd. by guarantee / Women's services – SROI (2011 reported developed over 2 years and led by Women's Resource Centre, supported by NEF).

Real Jobs by The Action Group (Real Jobs) – Employment project managed by The Action Group, a charity & company ltd. by guarantee / Employment service for adults with learning disabilities and other support needs, SROI completed August 2010, revised (accredited) May 2011 for year 2009/10.

Foundation East – Community Development Finance Institution and Industrial and Provident Society / Providing accessible financial products (small loans) for small businesses unable to rise finance through high street banks, together with associated business support – SROI for year 2010/11.

Emmaus UK– Charity, operating a group of social enterprises/ Homelessness – Forecasted SROI for 2011/12, focused on benefit to 'Companions' and govern.

The Quays – Befriending scheme that has been developed by The Quays management committee – Health – Mixed Method (theory of change, impact map and SROI).

Realise Futures - Community Interest Company (CIC) and public service mutual providing products and services that create opportunities for people to succeed in work, learning and life. SROI 2015.

Octavia Foundation – Charity, limited by guarantee. Works with people affected by unemployment, ill health, social isolation or low incomes to connect them with opportunities for positive personal change. SROI (2009-2011)

The Brigade (Fire Station Operating Company Ltd) – Brigade is a bar, restaurant and venue, based in central London. It's a social enterprise run in partnership between partnership between PwC, De Vere Venues, the Homes and Communities Agency, Big Issue Invest, the charity Beyond Food and the chef Simon Boyle. Brigade is the home for a series of programmes that Beyond Food runs with people who are homeless or at risk of homelessness. Method of impact assessment: SROI (focused on the benefits of the apprenticeship programme, for the sixty people who took part in it between September 2011 and September 2014) - <http://www.pwc.co.uk/assets/pdf/brigade-sroi-report.pdf>.

	Human Dignity and Social Justice	Democracy (internally and externally) and transparency	Cooperation/Solidarity	Capacity-building/Opportunities	Accessibility (concerning information, but also physically)	Economic aspects linked to the social added value (if specified in the report)
Employees/Co-entrepreneurs	<ul style="list-style-type: none"> - Fair employment contracts and general working conditions (corresponding at least to minimum standards), including health and safety/work-life balance, etc. - Fair pay/avoiding large wage disparities within the enterprise, etc. 	Possibilities to take part in decision-making processes, in constructing and implementing the strategy of the enterprise, etc.	Instruments and places stimulating solidarity between employees (e.g. social events and leisure activities; specific meeting spaces; lunch time discussions, black boards, positive attitude of employers vis-à-vis trade unions/workers' councils etc....), etc.	Training opportunities and other instruments employees are given to further develop their competences and perspectives (and this with a perspective to make (time for) training compatible with work and private life etc.	Accessibility of the work place, accessibility of information relating to the strategy of the enterprise, its performance, the outcomes of (staff) meetings, training opportunities etc.	Reduction of costs for public authorities (e.g. saving costs linked to unemployment benefits or assistance), economic value generated for the community on the basis of the salaries paid etc.
<i>Cherbai (BE)</i>	- the co-operators (including thus employees) define the	- employees have the opportunity to become cooperators and therewith	- distribution of tasks between the co-operators based	- right to training - mutual exchange of	n/a	n/a

	Human Dignity and Social Justice	Democracy (internally and externally) and transparency	Cooperation/Solidarity	Capacity-building/Opportunities	Accessibility (concerning information, but also physically)	Economic aspects linked to the social added value (if specified in the report)
	<p>limits in which they work overtime, if necessary</p> <ul style="list-style-type: none"> - each co-operator (including employees) decides himself whether his colleagues may contact him during holidays - dialogue between workers 'on the spot' and those preparing cost estimates (including working hours) - rule: no significant difference in salary between associated co-operators and employees (be they co- 	<p>have the same voting rights at the General Assembly as also other cooperators (e.g. those being independent "associates" instead of employees)</p> <ul style="list-style-type: none"> - obligation of the board to submit detailed reports to the GA on the decisions taken, on numbers and statistics etc. 	<p>on their respective competences, character, needs in terms of time (e.g. work-life balance/family) and interest in a specific field of activity</p> <ul style="list-style-type: none"> - despite a certain 'specialisation' and distribution of tasks, co-operators/workers are not obliged to carry out their specific task only, but - depending on the needs - might also help others with other tasks or change tasks (while keeping a joint 	<p>competences and peer-to-peer training support, a part of meetings dedicated to jointly discuss and solve technical problems etc.</p>		

	Human Dignity and Social Justice	Democracy (internally and externally) and transparency	Cooperation/Solidarity	Capacity-building/Opportunities	Accessibility (concerning information, but also physically)	Economic aspects linked to the social added value (if specified in the report)
	<p>operators or not)</p> <p>- payment based on hours and the same rate rather than on individual productivity</p>		<p>responsibility for a project etc.)</p> <p>- "continuously searching for innovative ways to facilitate each other the work done"</p> <p>- greater valorisation and recognition of competences/capacities of each co-operator/employee</p> <p>- jointly "digesting" failures of individual workers</p> <p>- solidarity between the co-operators/employee</p>			

	Human Dignity and Social Justice	Democracy (internally and externally) and transparency	Cooperation/Solidarity	Capacity-building/Opportunities	Accessibility (concerning information, but also physically)	Economic aspects linked to the social added value (if specified in the report)
			s - e.g. helping a colleague during week-ends to build his own house etc.			
<i>Forma (BE)</i>	<ul style="list-style-type: none"> - explicit information/training of employees/trainees on their (fundamental) rights - assistance, for (future) employees and trainings, with regard to childcare, housing, job search, overcoming debts - medical and psychological support - work and training places conceived 	<ul style="list-style-type: none"> - board - organization, on a regular basis, of meetings between trainees, staff and management - existence of a "conseil cooperative" ("cooperative council") bringing together the trainees and two coaches/social workers to discuss different aspects of the training within Forma (depending on the topics/questions raised, links are then made with the trainers or the 	<ul style="list-style-type: none"> - stimulating exchange and discussion between the employees/trainees not only on work-related issues, but also with regard to issues concerning life in general (e.g. relationship women – men, violence, children etc.) - promotion of solidarity between different persons and between 	<ul style="list-style-type: none"> - permanent training opportunities not only with regard to the respective profession, but also in other fields such as health, citizenship, culture, self-confidence - aim to make employees/trainees discover their potential/capabilities and to let them develop and apply this potential 	n/a	n/a

	Human Dignity and Social Justice	Democracy (internally and externally) and transparency	Cooperation/Solidarity	Capacity-building/Opportunities	Accessibility (concerning information, but also physically)	Economic aspects linked to the social added value (if specified in the report)
	following specific standards (e.g. AFSCA standards)	management) - trainees are accompanied, but decide themselves on all matters concerning their own person	between different functions (e.g. trainers and social workers) - provision of specific meeting places within the enterprise - a number of trainers have once been trainees themselves and are thus familiar with the situation of the new trainees/employees	- as a result, trainees/employees are not just more 'professional', but also more self-confident – e.g. they dare much more often to take the floor during meetings and are more active in their job search - higher autonomy (e.g. economic independence) of trainees/employees also in their private life		
<i>Ferme Nos Pillifs (BE)</i>	- Possibility for workers to work part-time etc. in order to take into account their needs and	n/a	n/a	- Promoting also personal development and (re-)integration into	n/a	n/a

	Human Dignity and Social Justice	Democracy (internally and externally) and transparency	Cooperation/Solidarity	Capacity-building/Opportunities	Accessibility (concerning information, but also physically)	Economic aspects linked to the social added value (if specified in the report)
	capacities			society		
<i>Credal (BE)</i>	n/a	n/a	n/a	n/a	n/a	n/a
<i>Microstart (BE)</i>	n/a	n/a	n/a	n/a	n/a	n/a
<i>Cadore</i>	111 workers-members (70% men; 30% women); national employment contract; legal certification for safety in the workplace; 46 disadvantaged workers-members.	Yes. Each member participates to the assembly and votes.	n/a	The cooperative gives the opportunity to attend courses (compulsory courses and not). The hours spent during the course are considered of work, so they are paid.	All communications are posted on the bulletin board at the headquarter of the cooperative and for some communications are organized meetings.	Creation of 142 jobs, including 46 for people with disabilities; 37 permanent contracts.
<i>Consorzio abn</i>	2.180 employees: 1.458 women and 722 men; most of them are workers-members; no child labour (at least 18 y.o.); employment contract according to	Each worker can freely ask to become a member of the cooperative. The general assembly of members makes decisions about the life of the cooperative (one	The Consorzio organizes regular events (music, theater, travels...) for members and employees. The headquarters of the	The Consorzio is also a training centre for work. Periodically holds free certified courses for workers: first aid,	Every decision, notice initiative, is communicated to all employees through written communications. Workplaces are	Reduction of environmental impact thanks to the renewable energy sector (the installation of 1,000 photovoltaic

	Human Dignity and Social Justice	Democracy (internally and externally) and transparency	Cooperation/Solidarity	Capacity-building/Opportunities	Accessibility (concerning information, but also physically)	Economic aspects linked to the social added value (if specified in the report)
	the law (regular salary payment on a monthly basis, including overtime hours); flexibility in work according to specific needs (change of schedules, permits, holidays); respect of laws on workplace safety and health of workers (constantly monitored).	member – one vote).	Consortium and all its offices are always open to workers. There are spaces to eat together, a restaurant, a bar.	fire safety, safety at work, food hygiene, laws on employment contracts ...	made accessible to people with physical disabilities. Particular attention to all workers with disabilities through various instruments and support staff.	systems); creating 2,000 jobs, including 600 for people with disabilities; reduction costs for the government for contracting of services.
<i>Il Giardino del Sole</i>	49 workers, included 20 members. 24 disadvantaged workers. National employment contract; 93% permanent employment contract; 30 full-time workers; working time is individualized according	All members can participate to assembly and vote.	The agriculture activity is the area in which are helped people with more difficulty to access the labour market.	Free training courses for workers: safety on workplace, first aid, food hygiene. Funded from European social funds or funds trade. (40 hours of training	All the information are published in all the places of the cooperative.	Creation of jobs and inclusion of disadvantaged people.

	Human Dignity and Social Justice	Democracy (internally and externally) and transparency	Cooperation/Solidarity	Capacity-building/Opportunities	Accessibility (concerning information, but also physically)	Economic aspects linked to the social added value (if specified in the report)
	to the special needs			per worker a year)		
<i>Spazio Aperto</i>	182 workers (45% disadvantaged workers); national labor contracts, extra benefits for the productivity benefits for lunch, medical benefits; 75% permanent employment contract.	The organizational model is based on the involvement and active participation of the member and employees that is achieved through voting and other mode of communication that helps to guarantee the principles of democracy and transparency.	The cooperative organizes activities for leisure time; there are spaces available for meetings. Each worker can receive psychological support for free.	It is provided an initial training, permanent training, additional training (specific for each person).	All information is published periodically (posting on the bulletin board). There are no architectural barriers.	The creation of permanent jobs, especially for the disadvantaged, and the continuous training (with the creation of specialized figures), helps to reduce the social costs.
<i>La Collina</i>	82 members, included 67 workers-members. 60% are disadvantaged workers. All workers have national employment	One member, one vote in the general assembly.	Organization of events to meet all the members and workers. Places in the various buildings of	Permanent training paid by the cooperative for all the workers. Tutoring for disadvantaged	Web-site, mailing list, bulletin board.	Re-generation of old places of public property; creation of new jobs, also for disadvantaged people; management of public services

	Human Dignity and Social Justice	Democracy (internally and externally) and transparency	Cooperation/Solidarity	Capacity-building/Opportunities	Accessibility (concerning information, but also physically)	Economic aspects linked to the social added value (if specified in the report)
	<p>contract; economic benefits for workers.</p> <p>71 permanent contracts.</p> <p>The cooperative is certified for the social responsibility and for the safety on workplace.</p>		<p>the cooperatives where to meet other colleagues.</p>	<p>workers.</p>		<p>(saving money for public administration).</p>
<i>CLU</i>	<p>161 member-workers included 50 disadvantaged; 64% women; national employment contract; benefits for productivity</p>	<p>One member, one vote.</p>	<p>Very active in the organization of events, activities for all the workers, in collaboration with all the community.</p>	<p>Tutoring for special needs. Permanent training on compulsory courses.</p> <p>Opportunity for all workers to participate to cultural courses organized by other associations.</p>	<p>Newspaper of the cooperative ("Cluinforma"), web, mailing list.</p>	<p>Improvement of public services and reduction of costs; reduction of unemployment and reduction of social assistance for disadvantaged people.</p>
<i>Cascina Bianca</i>	<p>52 workers; national employment contract;</p>	<p>One member, one vote.</p>	<p>Social events organized by the</p>	<p>Tutoring for special needs and</p>	<p>Bulletin board,</p>	<p>Improvement of quality life of disabled</p>

	Human Dignity and Social Justice	Democracy (internally and externally) and transparency	Cooperation/Solidarity	Capacity-building/Opportunities	Accessibility (concerning information, but also physically)	Economic aspects linked to the social added value (if specified in the report)
	50% full time; 100% women.		cooperative, leisure activities, lunch time discussions.	permanent training on safety on workplace, food hygiene, first aid, fire safety.	meetings.	people, reduction of costs for social and health assistance.
<i>Il Cammino</i>	43 workers, included 34 members; 50% disadvantaged workers; national employment contract	General assembly: one member, one vote.	The cooperative organizes activities for leisure time; there are spaces available for meetings.	Free training courses for workers: safety on workplace, first aid, food hygiene, fire safety.	Bulletin board, web-site, newsletter.	The creation of permanent jobs, especially for the disadvantaged people.
<i>Il Cedro</i>	26 workers; 30% disadvantaged; national employment contract;	One member, one vote.	There are spaces available for meetings.	Compulsory training courses and courses on the specific type of work of the cooperative (maintenance of environment).	Web-site, mailing list, bulletin board.	Development of skills and ability and creation of new jobs.

	Human Dignity and Social Justice	Democracy (internally and externally) and transparency	Cooperation/Solidarity	Capacity-building/Opportunities	Accessibility (concerning information, but also physically)	Economic aspects linked to the social added value (if specified in the report)
<i>Il Capannone</i>	51 workers, 45% disadvantaged workers; national employment contract; economic benefits; respect of law on safety on workplace.	One member, one vote.	The cooperative organizes trips with colleagues, board games, football games, dinners, summer parties and beach holidays.	Professional training and Psychological preparation to "unprotected" employment.	Web-site, mailing list, bulletin board.	Creation of permanent jobs, especially for the disadvantaged people.
<i>Basta arbetskooperativ (SAR)</i>	All employees are treated equally and as professionals. Market salaries are paid. Full compliance with laws and regulations on the Swedish labor market	This is not a cooperative where each person can become a member/co-owner. Despite this they can influence the enterprise and the governance.	Cooperation with authorities and local companies is important since they in different ways supports Basta with financing or as customers.	Everyone does real jobs and are given support in order to get away from earlier problems. Aim is to be fully employable.	Open and accessible website with lots of information about methods and companies in the Basta group. Internally there is a high level of transparency. People are involved in developing the company.	Together with Vägen ut! (Below) the total economic impact from these two enterprises is estimated to >13 M€ annually.

	Human Dignity and Social Justice	Democracy (internally and externally) and transparency	Cooperation/Solidarity	Capacity-building/Opportunities	Accessibility (concerning information, but also physically)	Economic aspects linked to the social added value (if specified in the report)
<i>Vägen ut!</i> (SAR)	All employees are treated equally and there is a possibility to become a member of the cooperative.	As a Cooperative transparency and influence is important to make the enterprise work.	Many cooperations with the city, agencies and companies are in place and are essential in order to achieve the goals.	Job training has a central role at Vägen ut! Both in training special skills as training in participating in a workplace. Support is given so that this is the start of a new careerpath.	Employees takes part according the respective capacity.	Se above
<i>Vägen ut!</i> (ECG)	All employees are treated equally and there is a possibility to become a member of the cooperative.	As a Cooperative transparency and influence is important to make the enterprise work.	Many cooperations with the city, agencies and companies are in place and are essential in order to achieve the goals.	Jobtraining has a central role at Vägen ut! Both in training special skills as training in participating in a workplace. Support is given so that this is the start of a new	Website is full of information about Vaägen ut! Also a goos section on ECG: http://vagenut.coop/om-oss/miljo	No economic variabels are specified in the report but the instrument shows how the enterprise creates sustainable economic development. Few of over 900 annalyzed enterpises have a

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				careerpath.		value above 50%. Vägen ut! Has 63%
<i>LeMat</i>	All employees are treated equally and as professionals. They can eventually become members of the enterprise	Decision making is made in a democratic way.	Working with other social enterprises	At LeMat you learn the jobs in a hotel business and get support to balance a work life and a private life.	Open shared information on website. Internally the employees share the relevant information to be involved in the business.	Report not found at enterprise. Interview gave that the return for the society I at the same level as for Karriärkraft.
<i>Karriärkraft Service – Nästa Steg</i>	The work aims at supporting people towards a “self-supporting” adult life as the first step towards a paid employment	Participation internally in areas of decisionmaking. Big efforts are made to take each stakeholders needs and limitations into account.	n/a	Nästa Steg = Next Step. The aim of this is to support people in capacity building.	At the moment Karriärkraft is rebuilding the Web-plate but usually there is lots of very good information about methods, goals, partners etc.	Return on Investment in the report points at SROI-value of 5,0:1. In total over the analyzed period of 7 years to total gain for the society is >13 M€
<i>Kooperativet</i>	Giving opportunity to people that with	Participation in decision	This is a workers cooperative. To	In an working environment capacity	Information to all stakeholders are	SOR report does not give any figures in

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<i>Valborg</i>	neurological and psykological illness. Information about these conditions is very important to create understanding for and knowledge of.	making.	make it work Cooperation and solidarity is important parameters which is achieved through, among others, communication.	building is always achieved. There are opportunities to try different tasks.	very important at every possible occasion. (Currently the website is down).	economic terms. It only finds soft values.
<i>Unitis</i>	Most of the cooperators are using assistance support from the city and hence are dependent of the support from the city. Regulations are followed to fulfill minimum requirements of payment and benefits	This is a workers cooperative. As such they follow the Cooperative principals. Following these leads to a involvement to a high degree in all aspects of developing and running the enterprise.	n/a	There are different tasks within the enterprise and people are trained in order to take part in activities in the different departments.	Unitis have much information on the website. There is an ongoing communication with the local community to inform. The local community is also customers and by that there is an openness about the enterprise.	According to the report the savings are between 140 000 € and 3,9 M€ / year. Calculated as society services not used by the members.

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<i>Beatebergs Hunddagis</i>	Everyone is equally paid. Big efforts are made to have working conditions that meets the requirements. Special care is made since dogs are handled	All decisions are made by the cooperators. Sometimes with input from external boardmembers	Meetings are regularly held to keep everyone in the loop on what is happening and also to discuss and make decisions	Training is an integral part in the enterprise	Many of the cooperators are members of the board and hence has big impact of the enterprise. Information is shared among all cooperators as well as decision making.	Costreduction for the society is calculated to approximately € 500 per year and cooperator.
<i>Krami</i>	n/a since this is a training concept	n/a	n/a	Krami uses a strict program with fixed steps that needs to be followed and the aim is to get from a criminal career to be able to keep a job.	Information is shared about the program on the website.	The total value for the program and per person is short of € 200 000 according to a SROI-report
<i>Arbetskooperativet Rondellen</i>	The aim is to support longtime unemployed people with difficulties	The SE is run by a board, to managers and five employees that makes up	Cooperation is mainly with the city and other	Opportunity to have a job. Not a clear mentioning of	Not mentioned	An SROI value is measured to be 4,5:1

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	getting a job. This requires a balance between making a profit and take care of people's needs.	the stable organization. Democracy is not mentioned.	stakeholders and mainly to arrange the SE	capacity building an what that could be.		
<i>Timewise foundation</i>	n/a	Business jointly run by two founding members who both have CEO roles	n/a	n/a	n/a	<p>In 2011/12 Timewise Foundation was directly responsible for over £500,000 of economic impact, broken down by the following stakeholders:</p> <ul style="list-style-type: none"> • £270,000 of net economic impact to the state • £260,000 net impact to families

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						<p>The net benefit to the state was calculated as a combination of additional tax income raised and savings from a reduction in out-of-work benefits.</p> <p>The Business helped 304 women who were out of work to find employment, 76 women off benefits and 25 families out of poverty. This was achieved through a combination of their recruitment and advice and support services.</p>

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<i>L&Q Housing Association</i>	In 2014/15 celebrated 10 th year as a Great Place to Work with special master's award, plus gained Investors in People Gold standard and became 1 of Stonewall's top 100 employers for LGBT staff.	L&Q began through 32 people buying a £2 share, growing from there into £12 billion social business. Staff are reported as passionate and genuinely committed to values and resident involvement.	n/a	SROI report mentions investment in staff training and management resources as key to success.	n/a	Employment increased and unemployment decreased in areas, although difficult to say this is solely down to L&Q's work due to changing local demographics.
<i>SSWSD</i>	With just one member of staff and heavy reliance on volunteers to manage and run organisation indicates stretched resources and limited budgets. Organisation based in Abbey Community Centre.	Organisation was set up in 1991 by Sudanese women in UK. It has 9 committee members, 1 paid staff and sessional/temporary staff plus volunteers. The organization has expanded to engage and include people from other BME and refugee	Volunteers are instrumental to running of SSWSD. Includes as one of core values the provision of space for women to help each other, learn together and empower themselves.	Training promoted for service users.	n/a	SROI calculates total financial impact of work for other stakeholders as £696,770 including: *Employment value of £15,780 to other stakeholders from volunteering at SSWSD

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		backgrounds.				*£50,331 value from increased access to employment of Sudanese community. Overall SROI is calculated as £1,125,981.
<i>Real Jobs</i>	n/a	The Action Group's website highlights its quality system which includes staff participation in improvement and consultation process, as well as overview of its Investor in People standard gained.	n/a	Action Group website states commitment to 'development of our people, in order to achieve our vision and aims', including training and development plans.	n/a	£160,721.02 savings calculated for DWP through employment and therefore savings in out-of-work benefits. £74,874.76 value of contribution to the local economy/economic development.

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						<p>work</p> <p>£254,167.00 value to local authorities including social care services.</p> <p>£198,572.61 savings to Prison and police services.</p> <p>This is on top of the value to service users, their families, careers services etc. (values given in relevant other boxes).</p>
<i>Foundation East</i>	n/a	n/a	n/a	Training, mentoring and other support offered for businesses gaining	n/a	Investment in businesses safeguarded 208 jobs and created 59

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				financial support.		new jobs in year-end 2011. £376, 400 saved in fewer benefit claims. £302, 434 value created in additional taxes collected. £82,906 generated in added business skills and £1,680,754 in increased annual income.
<i>Emmaus</i>	The concept of work is essential. All Companions agree to forfeit their income-related benefits when they join. Companions work full time to the best of their ability, and are supported by a small staff team (some of	Companions are encouraged to become as involved in the running of the Community as they wish. For example, there are opportunities to become Community Assistants with additional responsibilities. As far as possible, decisions are	Concept of solidarity is essential to Emmaus. As well as working collaboratively within businesses, social events and activities are run and support for	Training provided and some mention of accessing training with outside providers but little said about this.	Very accessible as part of agreement with companions that involvement in business is required, working full-time to the best of their ability.	One Community calculated that the in-kind value of the support that is given to Emmaus residents amounts to a salary of £16,536 in the first year and £17,004 in subsequent years, when it is fully

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	<p>whom are former Companions). Companions are involved in all aspects of the business – collecting, sorting, refurbishing and selling furniture – but they also cook, clean and look after the premises. This supports the Community financially but also enables residents to develop skills and build their sense of autonomy.</p>	<p>made collectively at Emmaus, and Companions attend regular Community meetings to agree strategy. However, the degree of Companion-involvement appears to vary across Communities.</p>	<p>others including soup kitchens, cafes etc.</p>			<p>accounted for.</p> <p>SROI calculated £1,252,030 savings in JSA and DLA benefits for DWP.</p> <p>Total savings to other stakeholders (including amount above) is calculated as £5,956,584.</p> <p>Benefit to local communities stated as £421,300 through volunteering, goods donated and reduced carbon emissions from recycling/re-use of furniture.</p>

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<i>The Quays</i>	<p>Engagement activities: A selection of befrienders were invited to participate in the engagement activities.</p> <p>The information was used to develop a questionnaire so that a larger sample of befrienders could be consulted. two befrienders agreed to act as proxy befriendees in a paired interview, using their past experiences to inform what outcomes are likely to take place for befriendees</p>	<p>The befriending scheme is coordinated and managed by a volunteer administrator, working the equivalent of two days per week on the project.</p> <p>The befrienders also claim for travel and sustenance expenses for befriending sessions to meet the befriendee and get to the appointment.</p>	Stakeholder engagement events, focus groups.	<p>Training package for befrienders.</p> <p>(a 5-day training session run each quarter with an estimated maximum of 12 attendees per session)</p>	n/a	n/a
<i>Realise Futures</i>	n/a	The employees of Realise Futures are involved in	The membership of REALISE is drawn	Realise Futures supports its	Annual report and	The social return for every £1 invested in

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		<p>many of the decisions for the organisation. They believe communication should be two-way and that employees have the right to challenge the decisions made. Being transparent to their employees has been essential in the growth and innovation of Realise Futures.</p> <p>A staff council has been formed to ensure that all members have the opportunity to participate in the life of Realise Futures and understand decision making processes. This is particularly important as approximately 40% of</p>	<p>from its employees. Their 'limited by guarantee' status limits all members' liabilities. An annual staff event, frequent staff-led newsletters and regular information events such as team briefings and social events form part of the ongoing membership involvement strategy.</p> <p>Realise Futures businesses take a whole person approach which is why there are social events organised</p>	<p>enterprise team members and employees (long term unemployed, some of whom have disabilities or mental health issues.) on a pathway to learn new skills and get careers advice and at the same time make a positive contribution to the local community by helping people to learn, earn, enjoy and achieve regardless or circumstances and by manufacturing sustainable products.</p>	<p>SROI published,</p>	<p>the company is £2.63 for service users, their parent/carer, Suffolk County Council, Shaw Trust and the State.</p> <p>Savings to Suffolk Council: A day at Realise Futures which offers this holistic provision, in comparison other day service provision charge £33.33 to £49.72 per day ; likely cost savings made to Suffolk County Council for back office and administration</p>

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		<p>company employees have some form of barrier to participation.</p> <p>Staff at all levels are encouraged to submit 'new ideas' to the Senior Operational meetings. One idea, from their Growing Places horticulture site, has been to grow their Veg box service across a wider geographical area. This has resulted in increased orders and employment opportunities.</p>	<p>throughout Realise Futures which involve all staff and service users.</p>			<p>The outcomes for DWP were: 44 • Individuals employed by social businesses if they were not employed at Realise Futures' they would arguably need support from another service to support them into employment. • 60 individuals moved into employment and are claiming less or no benefits</p> <p>The outcome for the prison and police services is they have fewer individuals accessing their services as a result</p>

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						of Realise Futures. 7% of service users reported they had not been trouble with the law and less likely to reoffend as a result of their employment with Realise Futures
Octavia Foundation	n/a	n/a	n/a	n/a	n/a	The employment and training programm provides £4.12 in benefit for every £1 invested. This is derived from items such as health benfitis, participants return to work and benefits savings,
<i>The Brigade</i>	n/a	n/a	n/a	60 people have undertaken	n/a	for every £1 that has been invested in

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				<p>apprenticeships in the first three years of operation of Brigade.</p> <p>three impacts that were most keenly felt by the apprentices related to confidence, motivation and skills development.</p>		<p>Brigade over the period reviewed, £1.57 in social value has been generated by the apprenticeship programme, through a mixture of economic benefits, welfare benefits and savings to the public purse.</p> <p>46% of savings relate to participants staying out of the criminal justice system, 21% to welfare benefits saving (38% of all participants known to be in employment or</p>

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						<p>training (2015)).</p> <p>The economic benefits of Brigade are estimated at more than £700,000 over the period, as a result of the increased earning power of the apprentices who have graduated, the taxes paid by Brigade employees and the impact of benefit claimants entering the workforce.</p>
Customers	- respect of main ethical principles/values regarding customer	- respect of minimum standards regarding transparency of the entrepreneurial activity	- willingness of the enterprise to continuously evaluate and	- possibilities for the customer to become co-entrepreneur	- accessible distribution channels	<p>- better quality/price rate;</p> <p>- better economic</p>

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	relationships - socially oriented design of products and services, etc.	and its results - possibilities for the customer to get involved into the activities of the enterprise (e.g. by becoming co-operator)	improve its activities based on a dialogue with the customer (also taking into account specific social aspects - e.g. needs of new migrant communities, single mothers or others) - promotion, by the enterprise of joint initiatives and solidarity between the enterprise (entrepreneurs and employees) and the customers, etc.	- involvement of customers into the activities of the enterprise (e.g. agricultural activities, social service volunteering, ...) and provision of learning opportunities (on a voluntary basis), etc.	- availability of information for (potential) customers on products/services and distribution	accessibility of products and services; etc.
<i>Cherbai (BE)</i>	n/a	n/a	n/a	- possibility for customers (and	n/a	n/a

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				others) to become co-operators		
<i>Forma (BE)</i>	n/a	n/a	- Work against stereotypes and discrimination among (potential) clients: Forma refuses, for instance, to provide clients with a 'catalogue' from which they might choose a specific trainee (and her profile/CV) rather than another one	n/a	n/a	n/a
<i>Ferme Nos Pilifsb (BE)</i>	n/a	n/a	n/a	n/a	n/a	n/a
<i>Credal (BE)</i>	- Social integration through labour-market	n/a	n/a	- customers learnt how to manage a	n/a	Labour market

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	integration + increasing self-confidence - better reconciliation of work and family life with positive influence also on family life - better access also to leisure activities/social life			budget, how to reduce/eliminate debts etc.		integration: - 44% of customers found a job after having received the credit (purchased a vehicle and therewith solved mobility problems)/36% of customers could keep their jobs
<i>Microstart (BE)</i>	n/a	n/a	n/a	n/a	n/a	- 81 % of customers employed or operating their own business - number of persons receiving bank loans increased by approx. 60% - creation of 61 new

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						<p>formal jobs (out of 106 customers interviewed)</p> <ul style="list-style-type: none"> - Enhancing formality: number enterprises not registered at the "Banque Carrefour des Entreprises" decreased from 18 to 7 - increase of the total income of customers by 7,6% - need for government support decreased from 45% to 26%

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Cadore	The services are made for the community and for the environment.	High transparency of results and activities through publications and conferences. The customer is always involved in the activity.	The cooperative manages a specific project for migrants from Libia involving the local Municipalities and the citizens.	Many customers (local authorities) are members of the cooperative.	Yes. The cooperative always informs the community about its services and products.	Yes. The quality/price rate is competitive.
<i>Consorzio abn</i>	The services or products are community-designed. The main principle is “for the welfare and growth of the community”.	All the documents, decisions, actions taken are explained and published on the web-site and in the headquarter of the Consorzio (open to all). The Consorzio organizes periodically open conferences to talk to people, explain the projects, answer to questions and doubts.	The Consorzio has many specific projects for people in special needs. In particular, in collaboration with the local community, they work a lot for migrants, abused women, children without family, prisoners, drug addicts...	Everyone can ask to become member and participate to the assembly. There are 96 volunteer members working for the support of the various activities.	The Consorzio makes a wide advertising campaign for the services and products (on the web, in the cities, on newspaper...).	Best quality/price rate.

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<i>Il Giardino del Sole</i>	Services and product are made in respect of environment and local community (maintenance of green, agriculture for restaurant food).	Each customer can cooperate becoming volunteer or supporting member.	n/a	Yes.	n/a	Good quality/price/rate.
<i>Spazio Aperto</i>	The services are socially and environmental oriented. The cooperative applies protocols of environmental certification.	n/a	n/a	Each customer, each person can cooperate becoming a volunteer member of the cooperative.	Through the web, publications on newspaper.	Competitive quality/price rate.
<i>La Collina</i>	Services are managed with respect of maximum quality and considering the special needs of customers.	Yes. There is transparency of the entrepreneurial activity and its results (there is a staff for external	n/a	Yes. Customers can ask to become volunteer members of the cooperative.	Conferences, press releases, web, newspaper.	n/a

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	Adoption of environmental and social responsibility protocols.	communication).				
<i>CLU</i>	Constant sensitivity for the protection and improvement of the quality of customer relationships.	The information provided to the customer must always be truthful, complete and accurate, clarity and fairness in trade negotiations, faithful discharge of duties.	Working closely with special customers such as local authorities responsible for social inclusion policies, making several projects for disadvantaged people.	Yes, many customers are partners in several projects.	Newspaper of cooperative, web, events.	Good quality/price rate.
<i>Cascina Bianca</i>	The services are customer-designed (individualized projects).	n/a	The cooperative, in collaboration with other partners, always designs new services to address unmet needs.	n/a	Website.	Good quality/price rate.

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<i>Il Cammino</i>	The services or products are community-designed with full respect of needs of different people.	The customer is always involved in the activity.	Special projects in collaboration with other associations for the support of poor people or migrants.	Many customers are partners in different projects. Everyone can ask to become a volunteer member.	Web-site, seminar/conferences.	Competitive quality/price rate.
<i>Il Cedro</i>	The cooperative has the certification of quality and the certification of social responsibility.	High transparency of the activities.	n/a	The customers can become volunteer members.	Conferences, press releases, web	Good quality/price rate.
<i>Il Capannone</i>	Services are designed with respect of quality and evaluating all the needs of customers.	It's possible for the customer to get involved into the activities of the enterprise.	n/a	Everyone can ask to become a member of the cooperative.	Through the web, publications on newspaper, conferences.	Competitive quality/price rate.
<i>Basta arbetskooperativ (SAR)</i>	All customer contacts are handled as professional as possible. Learning this	n/a	Sensitivity towards customers needs and feedback is essential in order to stay competitive.	n/a	Full information on website on offerings from the different daughters as well as	Basta offers competitive products and services at market price.

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	is part of the jobtraining.		This is continuously done within all Basta branches. Basta promotes other social initiatives in order to share knowledge and enhance the common knowledge of social economy.		contactinfomration.	
<i>Vägen ut!</i> (SAR)	In order to compete it's essential to comply to high standards when handling customers.	n/a	Constant work on improving it's offerings to customers. This is essential in order to be able to deliver products and services.	n/a	n/a	n/a
<i>Vägen ut!</i>	See above	n/a	See above	n/a	n/a	n/a

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<i>(ECG)</i>						
<i>LeMat</i>	LeMat needs to have the same standards as it's competitors in order to operate with the same price levels		Open mind towards customer feedback is essential for LeMat in order to constant developing it's operations. This is something that is trained in the enterprize.	At LeMat you learn the jobs in a hotel business and get support to	Open shared information on website.	Pricing is at the same level as comparable offerings in the city. Pricing varies over time based on demand.
<i>Karriärkraft Service – Nästa Steg</i>	n/a	n/a	n/a	n/a	n/a	n/a
<i>Kooperativet Valborg</i>	With one main customer / partner with a contract the main focus is not on this type of questions.	High levels of transparency.	n/a	Main customer / partner is heavily involved since they where one of the partners starting the enterprize.	There is one main customer partner that stands for the majority of the turn around. There fore it is not easily	Pricing is negotiated with it's main customer.

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					accessible.	
<i>Unitis</i>	n/a	n/a	Unitis is locally well known since it has a central place in the small village of Ljusdal. Unitis supports people with special needs and this is well known. Unitis produces services and goods that are well regarded in Ljusdal.	Customers can gain access into the enterprise to see it's activities	n/a	The Café adds to the variation off offerings in Ljusdal. Some sold products are imported from Africa hence adding new variants of goods to customers.
<i>Beatebergs</i> <i>Hunddagis</i>	The enterprise meets it's customers daily. Since they are handling their dogs they need to be trusted and therefore	Beateberg is sharing much information on the website.	In communication with customers activities performance and is evaluated almost	n/a	Well shared information on website. Address is easy to reach for customers and the	Price / quality is at a competitive level. Using the enterprise gives an extra edge since the money

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	need to work with customer meetings all the time.		on a daily basis. Actions are taken when needed.		population is big enough close to the address.	goes to a social enterprise.
<i>Krami</i>	The program is fixed so the offer to participants and authorities does not change but is deigned with them.	n/a	It's imperative that the content of the program needs to change in order to meet every individual participant as well as possible.	N/a	Potential participants gets good information about the program before they engage in it.	The program creates value for the society with less people falling back in to criminality which is a sign of good price/quality rate
<i>Arbetskooperativt Rondellen</i>	Offering is to all possible customers. None is specifcly mentioned. Focus is on delivering its offerings	Minimum standards are not mentioned. Customers are and will stay as customers.	One SROI- analyze has been done. No other measuring methods mentioned on the website. Guestbook is used to get references from customers. Coop with the city	n/a	Most information is on the website. Other promotion activities are used from time to time.	n/a

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			and other stakeholders creates traction in the society.			
<i>Timewise Foundation</i>	Timewise Foundation's services provision to promote high quality part time work to support families (on low and middle incomes) out of financial struggles. To this end, run a recruitment agency specializing on high quality p/t work, training for women not currently working and are also influencing policy makers and employers.	A published SROI report, website tells the story and reasons behind the business, and there's a blog too.	<ul style="list-style-type: none"> • Yes, chose SROI method of evaluating which is highly stakeholder engaging. • Current report is called 'first' report suggesting it's not seen as a one off. • Report mentions that in future impact reports will look 	n/a	Website contains comprehensive information about the foundation and its component businesses.	<p>2,500 high quality part time jobs advertised every year</p> <p>On average, Timewise Foundation helped jobseekers into part time jobs paying £28,000 per year, working 22 hours per week.</p> <p>The average part time wage they secured for jobseekers was 51% higher than the</p>

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			at sustained employment.			market average part time pay of £18,500.
<i>L&Q Housing Association</i>	<p>Mission is to create places where people want to live, meaning maximum resident satisfaction and responsible growth. This is done through investment in creating, transforming and improving community buildings, spaces and homes (the latter at or exceeding minimum quality standards demonstrates commitment. Include clear ways for local communities to be involved to ensure</p>	<p>Website has menu on left clearly providing information on social responsibility; openness and transparency; Our values and people; L&Q standards; investing in neighbourhoods.</p> <p>Published SROI document on website, with details of achievements against Impact Assessment Framework.</p> <p>Opportunities to engage through:</p> <p>Community/resident</p>	<p>Demonstrates this through examples where residents input has influenced improvements e.g. increased space within homes, fob security measures, and following negative feedback on passive ventilation scheme in phase 1 of a scheme, this was taken out for remainder of it. SROI report includes quotes from residents</p>	<p>The cooperation/solidarity work can be seen as capacity building opportunities for residents e.g. by getting involved in neighbourhood committees and housing management groups, L&Q communicate how residents can build skills through these initiatives and be involved in strategy at L&Q.</p> <p>Increased employability is one</p>	<p>Lots of information on website for residents. SROI also mentions staff undertaking lots of door knocking and going '...extra mile' to engage and inform people.</p> <p>Also mentions 'disabled adaptations' on schemes.</p>	<p>Commitment to meeting and exceeding standards e.g. larger homes. Residents commented on quality of architecture, layout, security etc. Won awards for design.</p> <p>Give information about shared ownership and support for those unable to get a mortgage.</p> <p>Offer rent for people saving to buy with</p>

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	<p>services meet needs.</p> <p>Website includes links to videos focused on sharing values.</p>	<p>forums which are stated as not just feedback mechanisms but 'spaces for participative governance.' Activities include youth engagement projects through arts activities and supporting resident-led events.</p>	<p>backing up claims.</p> <p>Report addresses increased mixing and diversity of communities and cultures, with focus on active engagement to ensure communities are created rather than just mixed tenure housing.</p> <p>Reports collaboration between staff and community e.g. supporting community-led activities and gaining and</p>	<p>community strategy for L&Q. SROI states: 'This work includes: residents assisted with Jobsearch, one-to-one support with CVs/ applications/interview techniques, Short Adult Learning Courses, SE17 Working Launch event and Job Fair Group Employability workshops;</p> <p>Facilitating construction and related skills training on all schemes for local residents;</p> <p>Assisting business start-up and support</p>		<p>approx. 20% cheaper rents than market rate.</p>

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			<p>responding to feedback and suggestions.</p> <p>Website includes Resident involvement booklet, encouraging engagement in decision-making (including on how L&Q is run), inspections, fora and giving views.</p>	<p>schemes on Haggerston and Beaumont; Construction Programme benefiting 30 students from local schools and a referral process for 20 work-ready residents; Providing funding or facilitating community-learning provision on five schemes, often with accreditation opportunities; and Carrying out in-depth preparatory work with all general needs tenants in advance of national</p>		

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				welfare reforms.		
SSWSD	<p>Formed to support and provide services to Sudanese community in London.</p> <p>Dedicated to combating poverty, isolation and social exclusion. Promotes recreation and leisure activities for good health and quality of life. Supports integration into wider society whilst preserving culture.</p> <p>Goal is '...to enable Sudanese women in exile to realise and effectively use their potential and make a</p>	<p>SROI report is explicit about achievements through its services. Has simple webpage on Community centre website.</p> <p>Opportunities for volunteering with SSWSD enable people to become more active with the organization.</p>	<p>SROI report involved questionnaires for service users and volunteers to gather impact and outcomes, as well as shifts in knowledge and social attitudes.</p> <p>States that:</p> <p>'Participation of individual service users in various activities has empowered them to be confident and motivated and increased the</p>	<p>Significant involvement of volunteers in all aspects of running SSWSD.</p> <p>Training, formal and informal education are core parts of services e.g. 2013 Annual report cites 'Building Bridges Project' which used traditional crafts activities to increase community cohesion and reduce isolation. SSWSD also delivered Empowerment and confidence building;</p>	<p>Online information is sparse. As an organisation very embedded in communities it serves, the implication is that much work is done through community networks in local areas.</p>	<p>No information on cost of services to communities, implication being that services are free or heavily subsidized as organisation is reliant on funding to deliver.</p>

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	<p>positive contribution to the social and economic development of the areas where they live.' Provides literacy, ESOL, Sudanese classes and other opportunities for Sudanese women to come together, relieving isolation and anxiety.</p>		<p>knowledge and skills that they need to make changes in their lives.</p> <p>SSWSD highlights the value of volunteering, either through the experience women gain by being a volunteer or the knowledge and skills that volunteers bring to the organisation.</p> <p>Service user's involvement in the organisation allows women to take responsibility for their own actions</p>	<p>conflict resolutions; mental well-being; safeguarding; and listening skills courses.</p> <p>The proportion of total change experienced by each stakeholder on average includes 16% increase in ability to access employment; 63% increased economic contribution; 83% increased employment for volunteers.</p>		

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			<p>and how these affect others, particularly in relation to harmful traditional practices.'</p> <p>Service users and families were engaged in SROI through a focus group. Easy read versions of SROI are on website.</p>			
<i>Real Jobs</i>	<p>A supported employment project that provides advice, training and support to employers and employees.</p> <p>It takes a 5-step</p>	<p>Through web pages on The Action Group's website, Real Jobs promotes services for people.</p> <p>Runs a 'Friends Group', which meets once a</p>	<p>SROI acts as evaluation, finalized in 2011, of service and was followed up in 2013 by an Evaluation Report of the Transitions Service provided by</p>	<p>Opportunity to engage through monthly friends group. Employment service supports service users to develop skills for and gain employment in</p>	<p>Website includes accessible information on website and through downloadable newsletters and easy read versions</p>	<p>Service is funded for Edinburgh and Falkirk.</p> <p>SROI reports 22 jobs created; 116 sustained; and 125 people supported to</p>

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	<p>approach from initial advice and guidance through to support with job applications, recruitment and in-job support.</p>	<p>month, enabling service users to find out what's happening with the service, make suggestions, ask questions and have a say.</p> <p>The Action Group website gives organizational history, including the Annual Review. Plus easy to read versions and summary of the SROI report. Service users sit on board of charity.</p>	<p>Real Jobs for young people leaving school.</p> <p>SROI used previous evaluation reports in 2009 and 2010 to inform report.</p>	<p>areas of interest whether as self-employed person or employee.</p>	<p>of relevant documents.</p>	<p>become employable; 273 supported to look for work in 2009/10.</p> <p>Value of work to service users and significant others is valued at £2,275,324.09 in total.</p>
<i>Foundation East</i>	<p>To champion, support and sustain social inclusion and community enterprise by providing accessible financial products and services; and by</p>	<p>SROI report and website gives transparency. 2015 website updates SROI as £1 investment generates £15.68 economic impact. Website gives clear information on services,</p>	<p>SROI was followed up by another in 2012/13 and a Financial Impact report in 2013/14. This process enables businesses</p>	<p>Entrepreneurialism supported through finance and business advice/support.</p> <p>Membership offers way to be involved in</p>	<p>Website very clear with tool for calculating finance needed, clearly targeted at businesses</p>	<p>Provision of business loans for those that cannot raise finance through mainstream banks.</p> <p>Reduced interest</p>

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	<p>engaging in property and land transactions that work to provide assets which benefit local communities.</p> <p>It provides small loans – up to £50,000 – to small businesses that have a viable business plan and cash-flow analysis but cannot obtain bank finance. The loans also come with full business support from initial enquiry to completion of loan. (website has updated info – loans up to £100,000).</p>	<p>impact and opportunities to become a member (shareholder), emphasizing democratic ownership.</p>	<p>to feedback on service.</p>	<p>business.</p>	<p>requiring support.</p>	<p>rate is given for first £9,500. Also provides cash flow, social enterprise loans and other finance.</p> <p>In 2010/11 SROI, Enabled increased annual income of £1,680,754; £138,488 value of indirect and induced job creation.</p>

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<i>Emmaus</i>	<p>Emmaus provides an opportunity for people to move on from homelessness and rebuild their lives.</p> <p>Emmaus Communities are predominantly self-funded through the sale of donated furniture, clothing and white goods. They are run much like cooperatives, with Companions contributing as much as they are able and any profits going to help others in greater need. Communities aim to be financially self-sufficient and to build a similar ethos in Companions. To this end, they</p>	<p>Transparency through SROI and website.</p> <p>Solidarity a key focus of how they work in building independence and interdependence. Aim is for decision-making to be companion led and aims to have companions on all boards and committees by 2020.</p>	<p>SROI involved many companions in process. Some were actively involved in gaining information on impact from companions. Information shared on website into impact. Solidarity is stated as a founding principle of charity, with companions and local communities, donors etc. Companions volunteer and work within enterprise, e.g. refurbishing furniture, shop work, contributing</p>	<p>Volunteering and work provided through Emmaus homes and outlets. Income from businesses contributes to charity and some companions stated commitment to increasing sales for business.</p> <p>Training is provided e.g. French polishing though this is an area which is stated as requiring improvement.</p>	<p>Organisation accessible through local communities and shops. Information on website provided. SROI reports referrals through other voluntary agencies, prisons, GPs/health services, housing and individuals.</p>	<p>Value extremely high for companions because as well as receiving full board, Companions get a small allowance of £32-40 per week and a further £6-10 a week that is saved on their behalf. They can take these savings with them if they leave Emmaus. In addition, they are given an allowance for holidays of around £200 per year (levels vary between Communities), and support for pursuits that develop their potential, such as</p>

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	engage in philanthropic activities locally, nationally and internationally, such as donating surpluses to good causes or volunteering time.		to running of homes.			<p>gaining a driving licence.</p> <p>One Community calculated that the in-kind value of the support that is given to Emmaus residents amounts to a salary of £16,536 in the first year and £17,004 in subsequent years, when it is fully accounted for. This is equivalent to £7.95 an hour, rising to £8.18, well above the minimum wage for 2012 of £6.08.</p> <p>Also get support with benefits such as</p>

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						housing benefit etc. Implication of report is that forecasted value of benefit to companions is £39,122,116 (though not specified within report).
<i>The Quays</i>	n/a	n/a	n/a	n/a	n/a	n/a
<i>Realise Futures</i>	Realise Futures – Eco Furniture makes outdoor furniture made from 100% recycled plastic waste. Realise Futures – Fulfilment helps to fulfil the packaging requirements of a wide range of businesses. It	n/a	Customers involved in SROI	n/a	Customers involved in SROI were asked to prioritise the reasons why they decided to purchase their product/service from Realise Futures and 9 out of 32 ranked	The SROI asked respondents to prioritise the reasons why they decided to purchase their product/service from Realise Futures and 9 out of 32 ranked 'added social values' as their number one priority and a further

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	<p>employs around 40 people and offers therapeutic placement and work experience. Offers a person led, working environment which encourages team work.</p> <p>Realise Futures Horticulture (Growing places) gives 55 people either jobs, work experience or therapeutic placement, many of whom are disabled and disadvantaged.</p>				<p>'added social values' as their number one priority and a further eight ranked environmental reasons. It would appear therefore strong evidence that Realise Futures' social value is a marketable feature to customers.</p>	<p>eight ranked environmental reasons. It would appear therefore strong evidence that Realise Futures' social value is a marketable feature to customers.</p>
<i>Octavia Foundation</i>	<p>Training programme for unemployed people with each client to be seen for at least six hours</p>	<p>Evaluation and published SROI report</p>	<p>Assessment and evaluation of projects and activities a key</p>	n/a	n/a	<p>The SROI showed that the employment and training programme provides</p>

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	(but could be more depending on need) approach based on tailoring the programme to the individual – something valued by customers as different from other programmes.		priority and factored into every project at the outset of its planning. Also keen to explore new, more innovative ways to measure and to demonstrate our work and the value that it creates, hence execution of SROI.			£4.12 in benefit for every £1 invested.
<i>Octavia Foundation</i>	n/a	n/a	n/a	n/a	n/a	n/a
<i>The Brigade</i>	n/a	n/a	n/a	n/a	n/a	n/a
Suppliers/business partners	Respect of ethical standards regarding (contractual)	Transparency in relationships with providers, possibilities	Cooperation with suppliers and others for example	Organisation of joint training programmes and transfer of know-	Accessibility of relevant information for	- absence of practices leading to

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	relationships with suppliers, etc.	also of providers to join the activities of the enterprise and contribute to the development of products/services, etc.	in the framework of clusters, consortia, social purchase groups and short circuit initiatives , employer groupings, joint training programmes and transfer of know-how (keeping also social and general interest objectives in mind), etc.	how, etc.	(potential) suppliers	price-dumping, etc.
<i>Cherbai</i>	n/a	n/a	n/a	n/a	n/a	n/a
<i>Forma</i>	n/a	n/a	n/a	n/a	n/a	n/a
<i>Ferme Nos Pilifs</i>	n/a	n/a	n/a	n/a	n/a	n/a
<i>Credal</i>	n/a	n/a	n/a	n/a	n/a	n/a

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<i>Microstart</i>	n/a	n/a	n/a	n/a	n/a	n/a
<i>Cadore</i>	The suppliers are chosen depending on the quality of products and the respect of social and environmental issues.	Yes.	Yes, in all the frameworks listed above.	Programme of transfer of know-how in the Region with the help of Public Authorities.	Yes.	No price-dumping.
<i>Consorzio abn</i>	The Consorzio chooses its suppliers by sending them a questionnaire that aims to ensure: respect for the environment, respect for workers, quality of service / product, respect of rules on safety.	With best suppliers the Consorzio always tries to establish closer relations of cooperation.	Yes, in all the frameworks listed above.	n/a	n/a	No price-dumping.
<i>Il Giardino del Sole</i>	Great collaboration with suppliers specialized in the work inclusion of	Yes. Collaboration with well-known suppliers.	Creation of circuits of solidarity groups	Programme of transfer of know-how for the agriculture	Yes.	No price-dumping.

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	disadvantaged people (municipalities, provinces, health agencies) at the first contact and during the work.		purchase	activity for the inclusion of disadvantaged people.		
<i>Spazio Aperto</i>	The cooperative selects its suppliers depending on the protocols of social responsibility certification and environmental certification.	n/a	Yes. The cooperative is properly inserted in the network of social cooperation at the regional level and national level.	n/a	n/a	No price-dumping.
<i>La Collina</i>	Suppliers are chosen considering the social responsibility and environmental respect.	Agreement with business partners.	Creation of consortia, social purchase groups and short circuit initiatives , joint training programmes and transfer of know-	Yes, transfer of know-how.	Yes.	No price-dumping.

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			how (for the hotel management).			
<i>CLU</i>	The suppliers must have Highest efficiency, highest quality, compliance with the requirements of social, labour and environmental responsibility.	Yes.	Joint training programmes with local authorities.	Transfer of know-how and joint training programme.	Yes.	No price-dumping.
<i>Cascina Bianca</i>	Suppliers are chosen considering Quality of products and respect of social and environmental issues.	Yes. Cooperation with business partners.	Joint training programmes with health public body.	Organization of transfer of know-how about autism.	Yes.	No price-dumping.
<i>Il Cammino</i>	Social responsibility, speed of delivery, efficiency, quality / price rate	n/a	Participation in Consortia and ATI (temporary enterprise	n/a	Yes.	No price-dumping.

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			grouping).			
<i>Il Cedro</i>	Respect for the environment, respect for workers, quality of service / product, respect of rules on safety.	Agreement with business partners.	Creation of consortia, social purchase groups and short circuit initiatives.	n/a	Yes.	No price-dumping.
<i>Il Capannone</i>	Suppliers are chosen considering the social responsibility and environmental respect.	n/a	Participation in Consortia	n/a	Yes.	No price-dumping.
<i>Basta arbetskooperativ (SAR)</i>	Business is conducted on a real market with real competitors. Standards need to be on a high level.	Transparency on what type of enterprise Basta is important. This can be an advantage in making business.	Basta takes part in joint projects to distribute know-how. Basta is part of Social Trade, a cooperative started in order to market services and good for it's members.	Within joint projects with other enterprizes.	Open and accessible website with lots of information about methods and companies in the Basta group	Basta are offering it's services and products at marketprices

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			(Other social enterprises)			
<i>Vägen ut! (SAR)</i>	All external contacts needs to be as good as from "normal" companies in order to compete	n/a	When needed and possible cooperations are set up with external partners. There is always a social aspect beside the economic. Also Vägen ut! Is part of Social Trade.	Through cooperation with other projects and enterprises.	Well structured website with all information on it	Products and services are priced at market price
<i>Vägen ut! (ECG)</i>	Se above	n/a	See above	See above	See above	Products and services are priced at market price.
<i>LeMat</i>	All employees are treated equally and as professionals. They can eventually become members of the	n/a	Working with other social enterprises to share know ledge and gain in	Taking part in joint projects, seminars etc.	Open shared information on website.	Hotel rooms are priced at market price that varies over time. LeMat are visible on the big

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	enterprise		competence. LeMat is part of Social Trade.			booking websites and thereby competes with all accommodation options in the city.
<i>Karriärkraft Service – Nästa Steg</i>	The works aims at supporting people towards a “self-standing” adult life as one step towards a payed employment	n/a	Working together with other enterprizes in the social economy in projects and initiatives to gain and share knowledge. This in order to get the word out.	Nästa Steg = Next Step. The aim of this is to support people in capacity building.	At the moment Karriärkraft is rebuilding the Web-place but usually there is lots of very good information about methods, goals, partenrs etc.	Services and goods are offered at market prices.
<i>Kooperativet Valborg</i>		In cooperation with it’s main customer products and services are develeoped	With it’s main customer this is doen to some extent	To some extent this is done with partners and projects.	Information to all stakeholders are very important at every possible occasion. (Currently the	The cooperative mainly has one customer / partner. Delivery and pricing are negotiated

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					website is down).	between them.
<i>Unitis</i>	Unitits are not gaining any extra benefits for being a Social enterprise	n/a	Coompanion Gävleborg is supplying services and knowledge.	Know-how is mainly shared between the different branches of Unitis	Unitis openly shares information with suppliers	
<i>Beatebergs hunddagis</i>	N/a since there are few and small suppliers	High degree of transparency	Since it's a small enterprise it is n/a	n/a	Accessible on the website	n/a
<i>Krami</i>	It's an cooperation between the citys social office, Criminal authority and unemploymentagency. They all have to confirm to regulations when setting up this partnership	All partners are contributing to the development of the program	There is a constant know how exchange in order to meet participants in the best possible way.	n/a	Some information is shared on website. More is shared thorough contacts with Krami	n/a
<i>Arbetskooperativet Rondellen</i>	Not specifically mentioned	As from the website.	Cooperation with the city and other	To some extent	Vauge on the website. Else through contacts	Fair market prices are used.

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			stakeholders		with the SE	
<i>Timewise Foundation</i>	n/a	n/a	n/a	n/a	n/a	n/a
<i>L&Q Housing Association</i>	Page on website outlines social responsibility including working with partners who can help achieve mission. Has 2 * in Business in Community SR index (includes marketplace management).	n/a	n/a	n/a	n/a	n/a
SSWSD	n/a	n/a	Based in Abbey Community Centre so potential , though not stated, of benefiting from shared resources, access to training	n/s	n/a	n/a

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			and overlap with other services based in centre.			
<i>Real Jobs</i>	n/a	Summer 2015 newsletter announces Real Jobs restructuring within the 'All in Edinburgh' consortium	Edinburgh service now delivered through consortium with IntoWork, Enable Scotland and Forth Sector to provide supported employment services for City of Edinburgh Council.	Consortium of delivery with other partners in Edinburgh is likely to offer opportunities for sharing of skills, expertise and resources.	n/a	n/a
<i>Foundation East</i>	n/a	Two strands of investors (members), one which generates tax relief, the other not. Individual members hold minimum of £150 shares and corporate members £500	Website has page with information on partners including Unity Trust Bank, a specialist bank for civil society and socially responsible	n/a	n/a	n/a

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		minimum.	banking. Also supports communities to set up Community Land Trusts, taking local assets into community ownership e.g. housing, business units and community spaces.			
<i>Emmaus</i>	Heavy reliance on donations from public, businesses etc. of goods that can be refurbished and/or recycled and sold.	n/a	n/a	n/a	n/a	Emmaus sells on donated goods, some communities focusing on cheap, second-hand goods and others on generating high-quality, high-end furniture, business model adapts to local

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						market.
<i>Realise Futures</i>	n/a	n/a	Provides services to other organisations looking to support people with disadvantages (e.g. Shaw Trust, Suffolk Council)	n/a	Comprehensive SROI, annual report and website which also publishes key policies. Received several awards (one on sustainability) which are listed on website and annual report.	n/a
Octavia Foundation	Committed to equality and diversity in all of their activities	Publish partnerships on their website and have a Head of Community Initiatives	Deliver projects in partnerships with other local charities, community groups and grant holders. Working in partnership allows	n/a	Website contains info on partnerships and a contact person.	n/a

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			them to increase the reach and impact of our work and to meet a growing need within the local community.			
<i>The Brigade</i>	n/a	n/a	n/a	n/a	n/a	n/a
Partners in the local community (local authorities, civil society...)	- Clear interest and instruments to evaluate the (social) impact of entrepreneurial activities on the local community	- respect of minimum standards regarding transparency of the entrepreneurial activity and its results - implication of the local community when it comes to evaluating the (social) impact of entrepreneurial activities - possibilities for the local	- Co-construction of initiatives with different players of the local community - Investments (finance, material, knowledge...) into the local community in order to promote local (socially) sustainable development and	Organisation of joint training programmes and transfer of know-how, etc.	- (general) accessibility of information on the enterprise and its initiatives - physical accessibility of meeting places etc.	- practices linked to the re-distribution/investment of profits, etc.

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		community (or specific players in the local community) to dialogue <i>with</i> and get involved <i>into</i> the activities of the enterprise (e.g. by becoming co-operator)	solidarity			
<i>Cherbai</i>	n/a	n/a	n/a	<ul style="list-style-type: none"> - organisation of internships - reception of students - reception of children during the "Place aux enfants" Day - Participation and testimony of workers/co-operators during seminars and 	n/a	n/a

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				events organised by civil society		
<i>Forma</i>	- Work within Forma had an influence on the education of children of employees and trainees (conveying specific values, better explaining complex topics avoiding stereotypes etc.)	- Conseil d'administration (board) open to external board members (with partially a focus on experts in the field of catering and cleaning)	- seeks to spread the Forma pedagogy, e.g. among similar organizations active in the field of work integration (ALEAP platform etc.) - through cooperation with different type of public and private actors: efforts to eliminate stereotypes (concerning women, unemployed and professions in the	- cooperation in different initiatives of organizations and public agencies such as FOREM (agency for employment and training in Wallonia): successful fight for a better recognition of competences/capacities acquired in work integration enterprises - creation, in cooperation with public agencies, training institutions and others of new training modules	n/a	n/a

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			cleaning and catering sector) such as they might exist within public authorities, job agencies, enterprises and in the general public/facilitation of the reintegration of trainees into the labour market - cooperation with interim agencies	combining professional training and elements of the Forma model (e.g. in the domain of birth assistance etc.) – these modules have been taken over by several actors		
<i>Ferme Nos Pilijs</i>	n/a	n/a	- Through reception of visitors and different kind of partnerships with public and private actors: changing the image of	n/a	n/a	n/a

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			disability			
<i>Credal</i>	n/a	n/a	n/a	n/a	n/a	n/a
<i>Microstart</i>	n/a	n/a	n/a	n/a	n/a	- total annual benefits for the Belgian government: 2,21 million EUR (composed of 1,12 million EUR of taxes/social contribution and 1,09 million EUR savings in administrative costs and unemployment/revenue integration benefits)
<i>Cadore</i>	Yes. Increase of workers (also disadvantaged), increase of number of	All members-workers or only workers are citizens of the community; many local authorities are	Initiatives managed with the municipalities and	Yes.	Particular attention to the physical barriers.	Creation of new activities and jobs.

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	customers and income.	members of the cooperative.	other cooperatives.			
<i>Consorzio abn</i>	Yes. Develop innovative services for special needs, promote work inclusion, create new jobs, economic affordability of services and products to more people, increase quality.	Social projects of Consorzio regarding the local communities are always designed together with the community.	Citizens, local authorities (Municipalities, Regions...) and other social enterprises are involved in the projects. The investments are made thanks to a mix of private and public funds.	n/a	Always particular attention is made for the accessibility of places.	Increase the number of workers, invest in new projects for the community.
<i>Il Giardino del Sole</i>	Develop activities to include people with disadvantages, also with	Many activities are managed with the help of local authorities and with	Investments are made thanks to the income generated by the activities and	Yes.	Accessibility is one of the main issue of the cooperative.	Invest in creation of jobs.

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	serious problems.	other social cooperatives.	thanks to public funds.			
<i>Spazio Aperto</i>	Yes. The cooperative every year evaluate the impact on the local community in terms of improvement of life quality of disadvantaged people involved in the work and the improvement of conditions of the families.	The cooperative is open to external evaluation by local community. The cooperative organizes activities together local community.	Cooperation with other enterprises (social or non), with local authorities.	n/a	The information and activities are available on the web and on the places of the cooperative. No physical barriers.	Investing in new activities (new jobs) for disadvantaged people. Donations to charities.
<i>La Collina</i>	Develop innovative activities for the community, saving money and increasing the quality.	The local community (local authorities and citizens) is always partner in projects of social and working inclusion.	Strong cooperation with other social cooperatives, Consortia, public administrations...	Joint training programme with social and health public institution.	Accessibility of all information. No physical barriers.	Improvement of quality of services and products, improvement of quality of work and work life. New jobs, new

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						activities.
<i>CLU</i>	To evaluate the social impact is important to consider the inclusion of vulnerable people of the community, the creation of new jobs, the economic sustainability of the projects.	<p>Very transparent.</p> <p>The cooperative manage all the activities in collaboration with the local community.</p>	In collaboration with the Municipality, Region and Province: qualification of social habitat, home support of the weaker population.	Joint programmes with many stakeholders of the community (cooperatives, profit organizations, local authorities...).	Very accessible (both information and physically).	New projects for the community.
<i>Cascina Bianca</i>	The cooperative wants to give concrete solutions to the demands, which do not find answers in the services already existing, for the population, especially of vulnerable groups (elderly, disabled, people in various	The local community is necessary directly involved in the activities of the cooperative, both local authorities and citizens.	Develop special projects for autism together with other associations and local authorities.	Joint projects with many local authorities and other cooperatives or associations.	Accessibility is one of the main issue of the cooperative.	Projects for the expansion of services and activities in relation to a consolidation and development of the current situation.

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	conditions of fragility).					
<i>Il Cammino</i>	Yes. Increase of workers, increase of number of customers and income.	Transparency of activities and results. The cooperative manage many services together with other enterprises.	Co-construction with local authorities of services of first hospitality for poor people, abused women.	n/a	Accessibility of all information. No physical barriers.	Develop new projects already designed.
<i>Il Cedro</i>	Innovative services for the community.	Local community is always involved in the designing of a new project.	Cooperation with other social cooperatives, Consortia, public administrations, associations for the designing of new green areas.	Joint programmes with many stakeholders of the community.	The information and activities are available on the web and spread during conferences. No physical barriers.	Invest in marketing and communication, increase the employment.
<i>Il Capannone</i>	Yes. Promote work inclusion, create new	Transparency of activities and results.	Cooperation with other social cooperatives,	Joint programmes with many stakeholders of the	Accessibility of all information. No	Investing in creation of new jobs for disadvantaged

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	jobs, increase quality.	The cooperative organizes activities together local community.	Consortia.	community (cooperatives, profit organizations).	physical barriers.	people.
<i>Basta arbetskooperativ</i> (SAR)	All employees are treated equally and as professionals.	This is not a cooperative where each person can become a member/co-owner. Despite this they can influence the enterprise	Cooperation with authorities and local companies is important since they in different ways supports Basta with financing or as customers.	Everyone does real jobs and are given support in order to get away from earlier problems.	Open and accessible website with lots of information about methods and companies in the Basta group	Profits are reinvested in the enterprise.
<i>Vägen ut!</i> (SAR)	All employees are treated equally and there is a possibility to become a member of the cooperative.	As Cooperative transparency an influence is important to make the enterprise work.	Many cooperations with the city, agencies and companies are in place and are essential in order to achieve the goals.	Jobtraining has a central role at Vägen ut! Both in training special skills as training in participating in a workplace. Support is given so that this is	n/a	Profits are reinvested in the enterprise.

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				the start of a new careerpath.		
<i>Vägen ut!</i> (ECG)	Done once but no framework for continuous measurement.	High level of transparency internally and with partners.	Many cooperations with the city, agencies and companies are in place and are essential in order to achieve the goals.	Jobtraining has a central role at Vägen ut! Both in training special skills as training in participating in a workplace. Support is given so that this is the start of a new careerpath.	Website is full of information about Vaägen ut! Also a goos section on ECG: http://vagenut.coop/om-oss/miljo	Profits are reinvested in the enterprise.Vägen ut!
<i>LeMat</i>	n/a	Decision making is made in a democratic way.	Working with other social enterprises to achieve better initiatives.	LeMat takes part in joint projects and initiatives with other social enterprise consortiums.	Information is available on the website. Information is available at the LeMat operations (B&B)	Profits are reinvested in the enterprise.

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<i>Karriärkraft Service – Nästa Steg</i>	n/a	Dialog is important with local partners as unemployment agencies and the city.	Karriärkraft is cooperating with other consortiums from time to time.	Karriärkraft is involved in projects with other social enterprises . They also do projects with the city and the region.	Some products are distributed in places where customers can walk in. Information is easily available on website and wherever Karriärkraft is present.	Profits are reinvested in the enterprise.
<i>Kooperativet Valborg</i>	The cooperative was evaluated in a report on Social Accounting in 2006-2007.	Local authorities are financing part of costs for facilitators in the cooperative. Information and education packages offered to parties in the region	n/a	n/a	Information to all stakeholders are very important at every possible occasion. Information is given about the business and the opportunity it is giving to members / employees. (Currently the	n/a

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					website is down).	
<i>Unitis</i>	There is an interest but so far they have only been part of a Pilot project	Unitits are working together with the city since the caretakers are financed by it.	n/a	From time to time Unitis is apt of projects and initiatives to aquire comptences	Information is shared on the Website but is also available in discussion with unitis	Profits are re-invested in the enterprise
<i>Beatebergs hunddagis</i>	Has taken part in one pilot project to measure impact	There is an openness to the community and other social economy parts since the aim is to have people move on to other enterprises after a training period. To get this to work constant evaluation of performance, and methods are needed. This is done together with other partners. Some funding is coming	n/a	n/a	Information is on the website. It is also possible to visit Beateberg although there are no specific meeting areas.	All profits are reinvested in the enterprise

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		from Arvsfonden.				
<i>Arbetskooperativt Rondellen</i>	Has been done ones through SROI.	Run as an ordinary enterprise. Focus is on having a company that is profitable which is important in order to be able to support the people employed	Mainly achieved by having a customer base that is buying the services	n/a	Info is on the website. Also financial info	Profit is reinvested in the SE
<i>Timewise Foundation</i>	n/a	n/a	Timewise Foundation has effected significant change in the mainstream recruitment market beyond. It has led the debate among policymakers, commercial businesses, welfare to work providers and the recruitment	n/a	n/a	Profits are reinvested into Women Like Us, a careers advice service for mothers: through 1-1 support, workshops and online help.

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			<p>industry about the need to drive employer demand for quality part time work, and the business case for flexibility.</p> <p>The Greater London Authority acted upon Timewise recommendation that part time should be one of its leading priorities to drive employment rates in London, and, has now set a business target to generate 20,000 new part time jobs over the current</p>			

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			<p>mayoral term.</p> <p>The Recruitment and Employment Confederation has recommended to its 3,700-plus members that they champion the business benefits of part time work to employers, and this message is now one of its core policy statements, as a result of Timewise Foundation's membership of the REC's Flexible Working Commission.</p>			

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			The Timewise Foundation is driving and leading change through innovation, shaping a new recruitment market by working in partnership across industries and sectors, and by sharing learning with business, government and with thought leaders.			
<i>L&Q Housing Association</i>	SROI / Impact Assessment Framework attempts to do this. Report includes recommendation for need to record evidence better in order to	See also section on customers above. SROI includes section on addressing anti-social behaviour in previous no-go area. Partnership with	Joint initiatives include working with Southwark Council and Creation Trust (co-funded by L&Q) to deliver initiatives to	n/a	Lots of information on website for residents.	Profits are re-invested back into homes and service improvements. £6m invested in community buildings and environments in

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	<p>demonstrate impact.</p> <p>Includes examples of work including with Youth Offending team, local authorities, police etc.</p>	<p>police, & other agencies, achieved closure of 37 crack houses.</p>	<p>meet needs e.g. employability – offering training, apprenticeships, and employment plans for resident on next stages of development.</p> <p>Invested in Creation Trust on Aylesbury Estate and in arts and cultural initiatives in Haggerston as examples.</p>			<p>addition to homes and £5m investment in commercial properties.</p> <p>Also co-invested in youth projects with local authority.</p>
SSWSD	Yes, SROI does this.	Identifies strength for local authorities and other funders of SSWSD being embedded within	SSWSD recognises itself as an access point for communities to	n/a	Webpage on Abbey Community Centre website – activities seem to	Demonstrates total attributable value to other stakeholders created by services,

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		Sudanese community.	mainstream services. In being culturally relevant and sensitive, it can support agencies in working with Sudanese and other BME communities. Also states a 2% reduction experienced by each woman on average in FGM through training provided.		run at this venue.	including £307k in relation to children's long-term prospects. SROI ratio is £11 value for every £1 invested (£1, 125, 981 from £100, 304 investment). No profits made (charity).
<i>Real Jobs</i>	Yes, through SROI. Report includes recommendations for improved data gathering, using the report as a basis and	Clear benefits reported for stakeholders e.g. £113,745.98 for employers, £1,421.82 per employer on average.	Real Jobs work with employers to recruit, train and support staff with learning disabilities and other support	n/a	Very accessible for service users, families and report comments on value of accessing advice and guidance for	Non profit-making. Total SROI calculated as £3,249,581.23 in 2009/10.

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	improving M&E procedures.	£130,000 for NHS Lothian in improved mental health, diet and eating habits.	<p>needs. 80 employers worked with in 2009/10.</p> <p>Saved employers £68,094 in HR costs of recruiting and selecting candidates.</p> <p>Significant savings created for Local authorities, careers services, DWP, prison and criminal justice system through support for service users that otherwise would be a cost and person in need of that service's support.</p>		employers, local authorities etc.	

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<i>Foundation East</i>	<p>SROI seems to be key way for organisation to do this.</p> <p>2010/11 report calculates £3.79 for every £1 invested whereas 2012/13 calculates £15.68 for every £1 invested, indicating improved measurement of all returns.</p>	n/a	<p>Investment in businesses safeguarded 208 jobs and created 59 new jobs in year-end 2011. £376,400 saved in fewer benefit claims. £20,779 saved in fewer visits to GP and £13,428 saved in less stress and anxiety. This all demonstrates benefits for local partners and statutory agencies.</p>	n/a	n/a	<p>Non profit-making. Funds get reinvested into business. 2010/11 saw £713,099 investment generate £2,699,714 social return.</p>
<i>Emmaus</i>	<p>Yes, through SROI and website.</p>	<p>Impact for local communities calculated as £421,300.</p> <p>Opportunities for local</p>	<p>Through companions working as part of business, working in homes and</p>	n/a	<p>Accessible within local communities e.g. shops on high streets, homes for</p>	<p>Engage in philanthropic activities locally, nationally and internationally, such</p>

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		engagement through donations, volunteering, fundraising, campaigning etc. – advertised on website.	working on projects for other's benefit, enables co-construction of initiatives. Likewise, ability for local people to engage and set up activities / events for benefit of charity and companions.		478 companions.	as donating surpluses to good causes or volunteering time. Also communities offer 'solidarity' places to those ineligible for housing benefit e.g. asylum seekers. SROI calculated as £11 for every £1 invested. Forecasts £45.5 million social benefit for £4 million investment in 2012/13.
<i>Realise Futures</i>	Carried out SROI in 2015 by a local university.	SROI is published,	Realise Futures supports it's enterprise team members and	n/a	Information on the business publically available on the website, both via	Realise Futures supports STOW charity (Supporting Tanzanian Orphans

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	<p>The organisation has clear social drivers and would like to measure its social impact both to build up evidence to attract social investment in the future but also to engage with stakeholders and ensure services that are delivered are valued by those that they wish to support and in turn to improve service delivery for those users. The report will be reviewed internally, and used to direct resources more effectively to achieve maximum impact. As Sarah Sharlott, Realise Futures CEO said "we know we deliver social</p>		<p>employees on a pathway to learn new skills and get careers advice and at the same time make a positive contribution to the local community by helping people to learn, earn, enjoy and achieve regardless of their circumstances through manufacturing sustainable products.</p> <p>Services users and volunteers involved as stakeholders in SROI</p>		<p>published annual report (which includes accounts) and the SROI report.</p>	<p>and Widows) and has made a donation and given computer equipment to the Saxmundham-based charity.</p>

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	outcomes but we need help to quantify them”					
<i>Octavia Foundation</i>	<p>Assessment and evaluation of projects and activities is a key priority for the organisation. Evaluation is factored into every project at the outset of its planning.</p> <p>SROI of activities 2009-2011 carried out</p>	n/a	<p>Deliver projects in partnerships with other local charities, community groups and grant holders. Working in partnership allows them to increase the reach and impact of our work and to meet a growing need within the local community.</p>	n/a	<p>Published SROI report to show effectiveness of employment and training programme and the value that it brings to the local communities that they work within.</p> <p>By demonstrating accountability and approach to project delivery, are hoping to use this for future addition to future funding applications.</p> <p>Evaluation of</p>	N/a

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					individual projects on their website as well as annual impact reports	
<i>The Brigade</i>	n/a	n/a	n/a	n/a	n/a	n/a

