

# Intellectual Output 03

## Guide on the Social Seducement RPG learning model

## Control Sheet

<b>Project title</b>	Social Seducement
<b>Programme</b>	Erasmus+
<b>Project n°</b>	
<b>Intellectual Output</b>	03
<b>Authors</b>	<b>Stefania Aceto, Daniel Burgos, Silvia Francario, Renate Goergen Kerstin Junge, Natalia Padilla, Daniel R. Parente.</b>
<b>Contact details</b>	<a href="mailto:Stefania.aceto@unir.net">Stefania.aceto@unir.net</a>
<b>Contributors</b>	Cristina Castellanos, Erdmuthe Klaer, Luigi Martignetti, Antonio Zurino
<b>Date of Delivery</b>	31.05.2016
<b>Abstract</b>	This document presents the pedagogical model lying behind the Social Seducement RPG game as well as the assessment strategy and structure. It also provides an overview of the training material that will be used to support players in their learning process and facilitators in guiding such a process, as well as the so-called “Rules and roles gamebook”, explaining the rules of the game
<b>Approval Status:</b>	
<b>Dissemination level</b>	Public
<b>Available at :</b>	<a href="http://www.socialseducement.net">www.socialseducement.net</a>
<b>Peer Reviewer</b>	Joachim Keim (Cooperation)

## Document Log

Version	Date	Comments	Author(s)
1.0	10.04.2016	First version of the pedagogical model	Natalia Padilla
2.0	10.05.2016	Overall structure of the report provided, with specific request of contribution by partners. Draft content for Part 1 provided	Stefania Aceto
3.0	25.05.2016	Chapter 3 of part 1 revised	Natalia Padilla
4.0	27.05.2016	Chapter 3 integrated based on TIHR suggestions, internal training material table added	Stefania Aceto
5.0	30.05.2016	Chapter 4 Part 1 added; parts 2 and 3 added	Stefania Aceto, Silvia Francario, Renate Goergen, Erdmuthe Klaer, Natalia Padilla.
6.0	01.06.2016	Further integrations by partners introduced.	Stefania Aceto, Joachim Keim, Daniel Parente, Renate Goergen.
7.0	15.06.2016	Changes in chapters 3 and 4 of Part 1 as recommended by the Project coordinator.	Stefania Aceto
8.0	28.06.2016	Changes according to the outcomes of the peer review	Stefania Aceto, Renate Goergen
Final version	30.06.2016	Assembled version of the IO, final	Stefania Aceto

## 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)

## Introduction

This document provides an in-depth overview of the activities and results of the project related to Intellectual Output 3, Guide on the Social Seducement RPG model.

Following the structure of IO3 as contained in the project Description of Work, it is articulated in 3 parts:

**Part 1 – Designing the learning structure and pedagogical experience of the Social Seducement RPG** – contains:

- **Chapter 1 – State of the art in Game-based learning and instructional design** providing a theoretical analysis of the state of the art of instructional design in the field of game-based learning.
- **Chapter 2 – Developing the learning structure and pedagogical experience for the Social Seducement game** providing a description of the pedagogical model adopted by Social Seducement to ensure an effective learning experience through the game.
- **Chapter 3 – Expected impact of the Social Seducement ORPG: competences and learning outcomes** outlining the competences developed and learning outcomes achieved by players through the game (and related learning paths)
- **Chapter 4 – Assessment model** – showing the assessment model developed to evaluate the competences, knowledge and behaviour of players.

**Part 2 - Defining and collecting the supporting training materials** explains the nature and target groups of the training material provided. It presents the features of the game facilitators, and the learning material that will be addressed to them, as well as the training material addressing players, classified into external and internal training material.

**Part 3 – Designing the roles and rules gamebook** provides the rules of the game and a description of players' role within the game.

## Executive Summary

The Intellectual Output (IO) 3 – Guide on the Social Seducement RPG learning model provides the tools for the effective use of the Social Seducement Role Play Game. The document is the result of a joint collaboration of all partners in that it outlines both the pedagogical background behind the game and the instruments necessary to make the RPG a “learning game”.

Contributions by partners have granted: the provision of the pedagogical model for the game (by UNIR); the provision of the Guidelines on how to use the game both from the perspective of the facilitators and of the players (by Le Mat, with the support of all partners and particularly REVES and Coompanion), the provision of the assessment model for the game to allow evaluation of players performance within the game (by UNIR with the support of TIHR).

The document is articulated in 3 parts: Part 1 related to the pedagogical approach of the game: part 2 focusing on the guidelines and tools provided to facilitators to ensure a successful animation of the game as well as an effective support to players in their learning process and part 3 focusing on the Game guide for players.

In part 1, following an overview on Game based learning and Instructional design approaches, aimed to identify the most suitable models to follow and adapt in consideration of the peculiarity of the Social Seducement RPG (chapter 1), the document outlines the learning structure and the pedagogical experience of the game (chapter 2) and its expected impact on players at the level of competences and learning outcomes (chapter 3). It then focuses on the assessment approach and tools for the game, organising assessment (in line with the EQF approach) around competences, knowledge and behaviours (chapter 4).

Part 2 focuses first on the training resources for the players, explaining our approach which has led to the classification of potential training material into external training material (classified according to the identified learning outcomes in Part 1) and internal training material, again relevant with the identified learning outcomes though stemming from the elaboration – by partners – of stories inspired by real life experiences of social entrepreneurs, with the idea of immersing players in situations they could face in real life and make them test their acquired knowledge and skills in a safe and virtual environment. The provided examples of training materials will have to be studied by the facilitators so that they are able to effectively support players in their journey through the game. To this end, specific guidelines are also provided to facilitators in Part 2, outlining the main features of the game, as well as their expected role and duties. The information contained in the guidelines (to be distributed to facilitators across the piloting countries), coupled with the training face to face session foreseen in IO5 and scheduled in Rome in October 2016, is expected to provide facilitators with all the necessary tools to properly facilitate the game.

Last but not least, Part 3 provides the guidelines for players, illustrating how the game is expected to work and what players are expected to do while playing the game, and outlining the rules of the game.

It should be pinpointed that both the guidelines for the Facilitators and for the Players are hereby provided in a format that will be further edited, both in terms of content and in terms of graphics.

**TABLE OF CONTENTS**

<b><u>PART 1 - DESIGNING THE LEARNING STRUCTURE AND THE PEDAGOGICAL EXPERIENCE OF THE SOCIAL SEDUCEMENT RPG</u></b> .....	<b>9</b>
<b>1. STATE OF THE ART IN GAME-BASED LEARNING AND INSTRUCTIONAL DESIGN</b> .....	<b>10</b>
1.1 INTRODUCTION.....	10
1.2 INSTRUCTIONAL DESIGN MODELS.....	11
1.3 CONCLUSIONS .....	23
<b>2. DEVELOPING THE LEARNING STRUCTURE AND PEDAGOGICAL EXPERIENCE OF THE SOCIAL SEDUCEMENT RPG</b> .....	<b>26</b>
2.1 GENERAL PRINCIPLES.....	26
2.2 IMPLEMENTING INCREMENTAL LEARNING THROUGHOUT GAME LEVELS.....	29
2.3 INTRODUCING THE LEISURE COMPONENT THROUGH A STORYBOARD .....	34
2.3.1 THE SOCIAL SEDUCEMENT STORYBOARD .....	34
2.3.2 THE LEARNING PATH AND ASSESSMENT .....	37
<b>3. EXPECTED IMPACT OF THE SOCIAL SEDUCEMENT ORPG: COMPETENCES AND LEARNING OUTCOMES</b> .....	<b>40</b>
3.1 THE COMPETENCE PORTFOLIO OF SOCIAL ENTREPRENEURS .....	41
3.2 COMPETENCES, LEARNING RESULTS AND LEARNING OUTCOMES.....	52
<b>4. ASSESSMENT MODEL FOR THE GAME</b> .....	<b>65</b>
<b>REFERENCES</b> .....	<b>97</b>
<b><u>PART 2 – DEFINING AND COLLECTING THE SUPPORTING TRAINING MATERIALS</u></b> .....	<b>99</b>
<b>1. INTRODUCTION</b> .....	<b>100</b>
<b>2. TRAINING RESOURCES FOR THE PLAYERS</b> .....	<b>101</b>
2.1 EXTERNAL TRAINING MATERIAL.....	101
2.2 INTERNAL RESOURCES .....	113
<b>2. THE FACILITATORS’ GUIDE</b> .....	<b>115</b>
SECTION 1 WELCOME TO THE SOCIAL SEDUCEMENT GAME.....	117
SECTION 2 THE SOCIAL SEDUCEMENT ONLINE ROLE PLAY GAME .....	119
SECTION 3 THE FACILITATOR’S ROLE AND TASKS IN THE THE SOCIAL SEDUCEMENT GAME, .....	123
SECTION 4 THE SOCIAL ECONOMY AND COLLECTIVE SOCIAL ECONOMY ENTERPRISES .....	125
SECTION 5 THE BUSINESS MODEL CANVAS AND THE BUSINESS PLAN.....	126
SECTION 6 THE STORIES AND EXAMPLES AND THE TRAINING MATERIAL .....	129
SECTION 7 STATUTES AND MODELS BY LAW .....	129
<b><u>PART 3 – DESIGNING THE ROLES AND RULES GAMEBOOK</u></b> .....	<b>131</b>
<b>1. INTRODUCTION</b> .....	<b>132</b>
<b>2. THE ROLE AND RULES GAMEBOOK</b> .....	<b>133</b>

SECTION 1 WELCOME TO THE SOCIAL SEDUCEMENT GAME .....	133
SECTION 2 GETTING STARTED .....	135
SECTION 3 THE ROLES TO BE PLAYED.....	135
SECTION 4 THE GAME AND THE RULES .....	137
SECTION 5 HOW TO COMPLETE YOUR PLANNING ACTIVITIES WITH GAME “OFF” .....	141
SECTION 6 WHO MAY USE THE GAME AND HOW .....	141

## Part 1 - Designing the learning structure and the pedagogical experience of the Social Seducement RPG

*Authors:*

Stefania Aceto, Daniel Burgos, Natalia Padilla, Daniel R. Parente (UNIR)

*Contributors:*

Kerstin Junge, Silvia Francario (TIHR)  
Erdmuthe Klaer, Luigi Martignetti (REVES)  
Joachim Keim (Coompanion)  
Renate Goergen (Le Mat)

# 1. State of the art in Game-based learning and instructional design

## 1.1 Introduction

Game-based learning has been studied for long years and, even nowadays, more research is needed. Arnab et al. (2015) have summarize several statements from different authors who explain that “*one of biggest issues with educational games to date is the inadequate integration of educational and game design principles*” and suggest that instructional expected outcomes need to be implement in the game mechanics in order to obtain learning and fun success.

Designing and developing educational or serious games need the basis of models or strategies, which allow following some guides or recommendations, both from an educational and fun standpoint. In order to guide the process of designing educational contents, the Instructional Design (ID) offers several options to structure this process and highlights questions to be considered (Belloch, 2013).

This kind of education has some particular characteristics, which have to be considered in order to promote the best instruction for students. Thus, the ID provides a systematic way of designing educational scenarios, which foster the building of learning. For that reason, the ID has to be included in these processes as a guarantee of success. Concretely, the author C. Coll (2008), cited by (Belloch, 2013) propose the name of this process as techno-instructional or techno-pedagogical design, which is composed of two dimensions:

1. Technological dimension: Related to the selection of proper technological tools to be used during each particular instructional process, analyzing possibilities for platforms or software, and delimiting risks.
2. Pedagogical dimension: Related to users (students), educational goals, development of contents, planning tasks and evaluation mechanics, for example.

The final goal of the ID is to ensure that pedagogical elements are on the top of the learning process and, that way, technology will not impede learning, but help it.

Additionally, the concept of flow is a key element in educational games design. This concept was defined by Csikszentmihalyi (1975) as a state of complete concentration in the task, in the middle between boredom and anxiety. Thus, games designers should have this concept into account in order to promote a higher learning results.

In this review, we have selected a short but representative set of proposals in order to obtain a general idea about trends in using pedagogical approaches in serious games and, particularly, in serious games for entrepreneurial skills.

## 1.2 Instructional Design Models

In order to perform the ID of a course, a subject or a game, several models to be followed exist. Here we present some of the most relevant ones<sup>1</sup>.

### The Gagné's Theory of Instruction (Belloch, 2013; Driscoll, 2000)

This theory was developed by Robert M. Gagné in the 70's and it is composed of three elements: learning outcomes, conditions of learning and events of instruction. In the context of this report, we are focused on the third element, which proposes a (not absolute) order to activate internal processes, which facilitate learning. These events are:

1. Gaining attention of learners.
2. Informing the learner of the objective.
3. Stimulating recall of prior learning.
4. Presenting the stimulus, it is said, the content (chapter, film, lecture, etc).
5. Providing learning guidance: what and how.
6. Eliciting performance. We could assume learning occurred from events 1 to 5. In this event, learner is expected to confirm it. The learning should be able to offer a response.
7. Providing feedback from teacher (in general, the assistant) to learner in order to inform whether the responses are correct or not.
8. Assessing performance: the formal evaluation of knowledge obtained.
9. Enhancing retention and transfer

### Gagné and Briggs' Model (Belloch, 2013)

Gagné and Briggs propose a model based on four levels: system, course, lecture and final. Each of these levels has a set of tasks to be performed, such as we present above:

1. System level:
  - a. Analyzing needs, objectives and priorities.
  - b. Analyzing resources, restrictions and alternative ways of distribution.
  - c. Determining the significance and sequence of contents.
2. Course level:
  - a. Analyzing objectives of the course.
  - b. Determining the structure and sequence of the course.

3. Lecture level:
  - a. Defining the performance objectives.
  - b. Preparing plans or modules of the lecture.
  - c. Developing or selecting materials and methods.
  - d. Assessing learners' performance.
4. Final level:
  - a. Preparing the teacher.
  - b. Formative evaluation.
  - c. Revision.
  - d. Installing and dissemination.
  - e. Summative evaluation.

### **ASSURE Model (Belloch, 2013; Muñoz Carril, 2011)**

The ASSURE Model was proposed by Heinich, Molenda and Russel in 90's and it is specially used in selecting and using education technology. This model includes the events of instruction from Gagné in order to ensure an effective use of the instructional means. In the basis of constructivism, ASSURE presents six stages:

1. **Analyzing the students, in terms of:**
  - a. General characteristics: age, socio-cultural level, race, etc.
  - b. Income capabilities: previous knowledge, skills and attitudes.
  - c. Learning styles
2. **Stating objectives for the lecture or the course, establishing what students have to do, in which grade and under which conditions.**
3. **Selecting media and materials:** media are related to text, image, video, audio or multimedia. Materials are the concrete devices teachers will provide students, for example, what book or what film.
4. **Utilizing media and materials:** Before stating a lesson, electronically devices must be checked as well as materials have to be provided to students. Everything have to be ready to be used with no incidents.
5. **Requiring leaning participation by means of active and collaborative or cooperative strategies.** The teacher has to allow every student to participate in order to promote learning instead of teaching.
6. **Evaluating students and reviewing the process in order to improve both materials, techniques and activities.**

### **Dick and Carey's Model (Belloch, 2013; Dick, 2005)**

This model is based on the idea that a stimulus provokes a predictable and reliable response. In terms of education, that means that a set of educational materials provokes students to learn those materials.

Thus, the instructor has to identify what student have to learn and, afterwards, to select the proper stimulus to achieve this learning.

That way, the Dick and Carey's Model has the next phases:

1. Assess needs to identify goals: Here the instructor decides what students have to able to do after the instruction.
2. Conduct instructional analysis: In this phase, the instructor has to specify every step that students have to perform in order to achieve the goal. Previous knowledge has to be stated here.
3. Analyze learners and contexts: In parallel to the previous phase, the scenario where students will learn and the one in which they will use the learning obtained have to be specified.
4. Write performance objectives: They are specific statements that students will be able to do when they finish the instruction process, including the criteria for the performance to be considered as successful.
5. Develop assessment instrument.
6. Develop instructional strategy, including sections for pre-instructional activities, presentation of information, practice and feedback, testing and following up activities.
7. Develop and select instructional materials, including different kinds of them: video, audio, manuals, transparencies, etc.
8. Design and conduct the formative evaluation in order to improve the instructional process and to allow students to obtain better results.
9. Review the instruction to identify difficulties experienced by students and how them relates to results. Information obtained in this phase could provoke changes in any previous phase.
10. Design and conduct the summative evaluation: It is the final phase and it is intended to evaluate the effectiveness of the instruction.

### Jonassen's Model (Belloch, 2013)

Jonassen presents a model in which the focus is on the student, who will learn by doing. Based on the constructivist learning model, it could be represented by a circle in which first phase is located in the centre and the rest of phases are built underpinned by the previous ones. These phases are:

1. Problem / project: It is the centre of the problem and the goal for students. In order to properly define this element, three aspects have to be specified: context, representation and manipulation space.
2. Related cases, to be used as a reference for students.
3. Information resources to construct mental models and formulate hypothesis.
4. Cognitive tools to underpinning the complex and new tasks which students will face.
5. Conversation / collaboration tools to foster community building.
6. Social / Contextual support in order to build a proper constructivist scenario.

### **ADDIE Model (Belloch, 2013; Muñoz Carril, 2011)**

This model is considered to be the basis on which every other model is constructed. This is an interactive model, which phases are explained above. One of the most important characteristics of this model is the fact that it can be applied both iteratively and sequentially, which offers the instructional designer some freedom to develop the instruction.

1. **Analysis**, in which the scenario has to be defined: students and their characteristics, context of use, available resources, etc.
2. **Design**: Tasks to be performed in this phase are related to learning itself. Thus, the teacher or instructor has to describe the goals, designing how they are going to be assessed, choosing the way to provide students with materials, defining the general didactic model, planning instruction by deciding elements and order in the contents, designing activities for students and identifying resources they need.
3. **Development**: This phase is intended to generate the educational contents designed in the previous phases.
4. **Implementation**, in which the instruction takes place. In this phase, the instructor has to promote students to understand contents, support their learning and follow up their progress.
5. **Evaluation**. According to the possibility of applying this model both iteratively and sequentially, evaluation could be formative or summative.

### **Rapid prototyping (Belloch, 2013)**

This is a variation or evolution of the previously presented ADDIE model, which is used for web-based education. Several authors, such as Maher e Ingram (1989), states that ID and software designers work have some feature in common. In both cases, we could start from a small prototype that can be explored and evaluated to include new needs. That way, goals and didactical decision can be redefined as instructor or designer check for new resources or discover new elements to be included.

This model is composed of five phases, which are iterative, followed by a last one, which is performed after the prototype is considered as finished:

1. System requirements
2. Prototype design
3. Prototype implementation
4. Review
5. Testing

**4C/ID: Four components Instructional Design (Muñoz Carril, 2011; Van Merriënboer, 1997)**

This model goes a step further since it is designed for complex problems, such as programming, and is intended to promote reflexive knowledge. Thus, the essential element in this model is *learning by doing*.

The four components which take part in this model are:

1. Learning tasks:
  - a. Concrete, authentic whole tasks experiences
  - b. Organized in simple-to-complex task classes, i. e., categories of equivalent learning tasks
  - c. Learning tasks within the same task class start with high build-in learner support, which disappears at the end of the task class (i. e. a process of scaffolding)
  - d. Learning tasks within the same task class show high variability.
2. Supportive information:
  - a. Supports the learning and performance of non-recurrent aspects of learning tasks.
  - b. Consists of mental models, cognitive strategies and cognitive feedback.
  - c. Is specified by task class
  - d. Is always available to the learners.
3. Just-in-time information:
  - a. Prerequisite to the learning and performance of recurrent aspects of learning tasks and practice items.
  - b. Consists of information displays, demonstrations and instances and corrective feedback.
  - c. Is specified per recurrent constituent skill.
  - d. Presented when needed and quickly fades away as learners acquire expertise.
4. Part-task practice:
  - a. Provides additional practice for selected recurrent constituent skill in order to reach required level of automaticity.
  - b. Organized in part-task practice sessions, which are best intermixed with learning styles.
  - c. Snowballing and RED-sequences might be applied for complex rule sets.
  - d. Practice terms are divergent for all situations that underlying rules can deal with.

### Other different approximations: Frameworks for game-designing

Game-based learning has been researched for several years and some specific frameworks have been proposed. In this section, we outline some of them in order to highlight relations between learning contents and gameplay in game-based learning.

An important proposal is the one presented in (Kilii, 2005). Based on the importance of gameplay and theories of experimental learning, Kilii propose a model for *experimental gaming*. Although this proposal does not provide tools for designing the whole game, this proposal offers a mechanism to link game and learning design in these particular environments.

The main idea is a metaphor for the human blood-vascular system, where educational goals are the heart. From these educational goals, challenges are proposed to learners, who will generate solutions two-phased process: preinvasive idea generation (first chaotic, unstructured) and idea generation (after developing and maturing the previous one). After idea has come, a process of experimentation starts: active experimentation, reflective observation and schemata construction. Having clear goals, ideas and experimentation occurs more easily and effectively. By obtaining an appropriate feedback and having communication tools reflective observation leads to new schemata, which promotes appearance of new and better ideas.

In this model, Kilii explains that the heart of the system is crucial and has to have the ability to pump proper challenges both in difficulty level and in quantity of them.

With the purpose of reducing costs in the development process while increasing educational value, Torrente et al. (2010) have proposed the platform <e-Adventure>. This platform allows easily developing point-and-click story-driven games.

A key element in this framework is to involve the instructor by an authoring tool which does not require any programming knowledge and which allows reusing Learning Objects by incorporating them into e-learning platforms. In addition, this functionality allows students to use these contents without need of installing. Moreover, once the game is being playing on-line in the e-learning platform, teachers can obtain information about learning outcomes, both from educational and gaming standpoints. To have these results, students' profiles are supported and teachers can identify meaningful situations in the game with educational results. Having market that elements in the game and assigned them a score, the e-learning platform is able to collect that score as a test and incorporate it in the grade.

### Experiences / Case studies

Although there are several formal instructional design models, many of the experiences studied use their own approximation. Anyway, the majority of them are compatible with the main principles of the basic methodology ADDIE: Analysis, Design, Development, Implementation and Evaluation.

As stated in (Stuart, 2014), “the pedagogical approaches used in students education can vary greatly depending on the nature of the learning required”. For that reason, here we present a selection of experiences which have been classified according to the learning expected.

### Vocational / job – oriented games

Stuart (2014) has proposed a blended learning approach to promote safety practices in the furniture manufacturing. The main goal of this proposal is to reduce accidents in this sector by training students during their professional regulated instruction.

In this proposal, which is based on the Kolb’s model, the ADDIE Model is used to design and develop the Learning Objects. In this process, the different stages of the model are developed in this way:

- Analysis: Since the goal is to avoid personal damages, the focus here is analyzing dangers associated to woodworking machines, machines which more often provoke dangers and specific learning goals for these two aspects.
- Design: Educational goals are developed and a storyboard is drawn in order to specify the structure and contents of the learning objects (LO). In this phase, also evaluation of the LO has to be designed, paying special attention to feedback offered to students.
- Development: In this phase, the LO are created according to the specifications explained in the previous phases. In particular, learning material is created by using proper tools, which allow creating interactive contents and quizzes. Also additional text is created in order to explain multimedia contents. Finally, the LO are tested in order to determine if there is some technical or functional problem.
- Implementation: Developed in a blended space of learning, students received practical demonstrations from lecturer during 12 weeks. After that, they had a period of virtual learning, in which they used the LO to learn about safety in woodworking as well as forums to discuss or share experiences with other students.
- Evaluation: Performed in a three-time spiral, evaluation was performed in order to improve materials according to feedback received from students.

As conclusion of this experience, author explains that virtual environment allows students to learn what and how to do in the practical lab, as well as giving advices about safety practices. Additionally, lab practices allow students to realize how not respecting theoretical instructions could provoke real accidents and damage themselves.

Related to this prior experience, but more in the scope of Social Seducement, we find the experience of Weber and Funke (2014), which is specifically focused of entrepreneurship.

This proposal is developed by using the “curriculum – instruction – assessment” triad (cited in Weber, 2014). The step is to define the particular curricular goals; the second one is to select and develop suitable material to allow students to achieve the previously stated goals; and the last step is conducting the evaluation.

In order to *define curricular goals*, authors develop a list of challenges that entrepreneurs usually face and competences they should acquire. As consequence of this study, four goals were stated: in the *knowledge domain*, students have to obtain proper mental models in calculating financial budgets, strategies of networking, techniques for moderating teamwork and criteria for good presentations; in the field of *behavior*, improving skills for conducting purposeful and quick information retrieval in databases, for employing decision-making strategies and tools in order to set up a solid financial plan, for networking, for dealing adequately with team conflicts, for taking the minutes of team meetings, for developing convincing and sound arguments as well as impressive presentations; related to *personal attitudes*, improving conscientiousness, patience, achievements orientation, etc.; and, in relation to *social construction ideology*, they have to improve their values and activities to understand the past and present in order to improve the future of the society.

In the second steps, author have state a set of six instructional activities, which occur simultaneously during the course: A) *initial session* to introduce the instructional program in which every involved actor see a video oriented to promote motivation; B) groups of 4-to-6 students *create a business plan* for real start-ups during a semester in which they are in contact with the Chamber of Industry and Commerce; C) attend *lectures* about product and service, market and competition, sales and marketing, business model and organization and financial plan; D) *weekly supervised tutorials*, to practice what they learn; E) *e-learning multimedia modules* for individual students, developed on the base of the 4C/ID approach; and F) *presenting results* to a jury and closing ceremony.

Finally, the evaluation of the process is conducted. In this process, authors have assessed usefulness of the initial video, the problem-based approach (building a business plan), lectures, tutorials and individual e-learning. They obtained good results in almost every aspect, but they found that technical problems were reported as negative.

Moreover, we agree with Lukosch et al. (2013) when they say that serious games can complement the theoretical parts of a vocational training. However, we also think that previous experience in the field is not needed to blend theoretical and game-based learning.

In Lukosch (2013) we find a game-based blended learning experience on mechanics mechatronics. This game is played during 400 hours in the period of 2 years, the time for the curriculum of this course. The game designed is intended to replace a large part of the theoretical traditional-classroom-based content. That way, the student will play a part of the game with a specific training goal and, after its successfully overcoming, it will practice in the workshop.

To design this game, authors have followed the 4C/ID approach: in the first phase, they focused on what the student has to do and how it could be split in singular tasks; next, combined supportive and procedural information for routine actions from an expert system in order to provide just-in-time and proper information. Finally, the game mixes simple and more complex tasks by a nested structure by which students can move between different difficulty levels.

In the game side, authors use a simulation and sandbox approach where the main scenario is a machine hall where machines that students will use in the workshop are represented. To maintain the flow, rewards in the game are linked to successful achievements which are closely related to the way that students have to work in the real machine. Of course, these rewards are coupled to direct learning results, but also to perception of teachers while students are playing and how they relate each other.

The game was developed and called KENTEQ CRAFT (Lukosch, 2012). After having been used with 100 of students, results reflect that the game improves motivation and it promotes social learning both in and outside the game. In addition, students think that the game is well designed, immersive and eases linking learning in the game with additional learning material.

Also related to safety at work and building learning, O'Rourke (2014) proposes the game *White Card Game*, which intends to promote safety working in carpentry. The pedagogical model of this game is based on recreating real-world situations in order for students to get used to facing decision-making of possible work situations and problems. To achieve this goal, authors have contacted industry experts who have participated in the game design process and also teachers with safety training expertise participated in these meetings. That way, the learning design team combined industry and pedagogical views, whose components proposed and assessed training materials and suggestions about scenarios correctly designed to obtain proper competencies.

In addition, the game includes facilities to engage students, such as tutorials and catering novice students or those who presented some problem related to, for example, the English language or low expertise in gaming.

This is a first-person shooter game which takes place on a multi-storey construction work site. The player is a novel employee who has to identify hazards and reports them to the supervisor. This supervisor performs tasks of facilitator by giving the player some guide during the game. While playing, students are provided with learning contents and they have to try to overcome several challenges on the base of these contents. Although the player fails, game allows it to continue and realize by itself. Several tries are allowed in order to promote seeking for the successful solution.

This game was proved during one hour in which 16-to-19-aged students could perform several attempts to success. In this session, collaborative problem-solving skills are fostered by allowing students to ask questions both to teacher and other students.

As results, students expressed they had had fun and they had learnt contents in easily. Moreover, they indicated that the learning experience was richer than with traditional methods and they stayed after class to continue playing and trying to improve their scores. Other approximation can be found in the work of Belloti et al. (2014), who performed a quite wide analysis about different serious games to be used as part of a blended learning strategy to teach entrepreneurial skills. This strategy is intended to include specific serious games during a period of learning in order to practice and reinforce some knowledge and skills. This strategy is flexible since it has been applied both in a complete course and in a module.

In the first case, teachers presented business topics shortly and these explanations were completed with invited entrepreneurs along different talks. Games were played at home as homework and to perform competitions between students. This scheduled session were preceded and followed by debriefings. In addition, reports and questionnaires were solved by students at home. Finally, a rank was performed on the base of grades during the course. This rank was used to decide the starting position in a final competition.

In the case of application in a module, serious games were used as part of a comprehensive blended approach in combination with lectures, interactive case-based training, sharing experiences and discussing several solutions.

To summarize the study, authors expose the games they finally used and how they contributed to learning. In particular, games are:

- Hot Shot Business: To make an introduction to topics and creating awareness.
- The enterprise game: To train selling, product marketing and managing small-size enterprise.
- SimVenture: To learn more about sales and market, administrative organization, design and production, and finance.
- MetaVals: Focused on assets and liabilities.
- The Balance Sheet: To train about the major groups of accounts of the balance sheet.
- Team Up: Intended to social skills, such as interpersonal team communication, assessment of roles, emerging and shared leadership, etc.
- Slogan: Non-digital chain game for training and assessment of self-organization, change and management.

As conclusion of this experience, authors highlight that including games into the learning process increased motivation of teen-students but that serious games selected could also be utilized for older students. This is possible due to the different level of knowledge to be learnt and also because initial level of students may vary. Thus, although they admit that the engagement was not very high, this initiative was well received by students and more data are being analyzed in order to obtain further conclusions.

### Games for formal studies

In the base of ADDIE and 4C/ID, van Rooij (2013) (summarized in Jeuring, 2014) has developed the game *Moth* to teach optics in secondary education. This model, called 5/10 method, has 5 steps each of them divided into several sub-step. Based on this method, the instructional design of *Moth* was performed as follows:

- **Analyze:** In this step, the global learning goals are established. In addition, a study about what material and instructional method exists, as well as existing games for the same learning goals. In particular, 5 educational goals are proposed: 1) know and use Refractive Index and Snellius Law, 2) know and use the Law of Reflection, 3) know and use the lens formula, including being able to calculate and use focus points, lens strength and use construction rays for a positive lens, 4) calculate with magnification using the magnification formula, 5) know that different wavelengths of light (and as a result different colors) have different refraction indices.
- **Design:** This step has 10 sub-steps intended to plan the learning process. Thus, learning tasks are identified, classified and ordered according their difficulty. In addition, material needed is selected or developed and split according a possible use in the game. Finally, levels of game are outlined in relation to the sets of tasks previously identified.
- **Development:** The game is completely developed in this step, including interface, levels, music, etc.
- **Implementation:** The step in which students interact with the game and the instruction actually occurs.
- **Evaluation:** In this step, *Moth* was evaluated by 12 high school and university students. They majority exposed that they were motivate and the game helped them to practice. However, consideration about distribution of tasks regarding difficulty and interface should be improved.

Another experience in University studies is worth mentioning. Rodríguez-Cerezo et al. (2014) have improved the students' performance in the subject Compiler Construction by developing a system, which automatically creates serious games (*Evaluators*). To do that, the system is composed of four sub-systems: an authoring tool, a customizer, the set of games and an analytic tool.

The pedagogical strategy in this system is based on ad-hoc specified exercises, i. e., a game is generated on the base of a set of exercises. First of all, a teacher creates the attributes grammar, which compose the language processing tasks, as well as an informal and formal description. Starting of this grammar, a set of exercises can be created and the parse tree is automatically generated. Some additional information is also required such as values for attributes in the sentence or maximum number of mistakes that students can make during the resolution process.

After exercises are developed, the customizer builds a serious game by transforming each exercise into a level in the game. Since the game is a maze-like world, the structure is based on the parse tree of the exercise where the tree nodes are rooms in the maze which are connected by corridors. Inside each room, the player (represented as an avatar) solves the exercise, which metaphor is a box containing objects (values of attributes). Feedback is offered by emissions from the box: grey smoke (error) or multi-colored beam (evaluation finished). In addition, text panels are included in the game to provide students with information about the exercise, the attributes, the maze, etc. A figure similar to a facilitator is also included in the form of an oracle, who can be consulted during the process.

Finally, an analytic tool offers the teacher a summary of the students' performance by using the log collected while they play. From this report, teachers can deduce misconceptions, examine attempts performed and check results obtained.

From a 5-years experience, authors obtained satisfactory results in terms of improvement of grades. In particular, the average grade increased almost 6 points after using *Evaluators*. With regards teacher, they exposed that students were more motivated than in traditional instruction and they appreciated the exercise-driven approach. In general, a positive view of the experience was obtained from teachers.

In the students view, they found these games to be a positive complement to lectures since they were enjoyable and useful for learning. They highly appreciated the metaphor of maze representing the tree. However, students explained that some aspects in the game should be improved in order to reduce some usage difficulties and to obtain better feedback.

### Other games for instruction

In the field of general games for public employees, Buendía-García et al. (2014) propose an (almost) ADDIE-based set of games for instruction. This approximation has four stages:

1. Conceptual definition, where title and learning goals have to defined.
2. Design of game components, which describes actions in the game that promote every training goals
3. Implementation of the game prototype by using eAdventure (Torrente, 2010)
4. Evaluation of the developed product, currently focused on evaluating the player perspective and its interaction with the game.

On the basis of this approach, the game *Ergon* was developed. This is a point and click game intended to prevent risks in the workplace and to promote basic safety skills. It is based in a quiz metaphor by which users have to identify critical elements for their health. As conclusion of this study, authors obtained good results about how they measured the player behavior and interpret the game achievement. However, they also highlight the fact of evaluating how this kind of games support the acquisition of skills is difficult.

Mazur et al. (2014) propose the design of the game Hazard Ridge to prevent injuries in farms (horse riding falls, tractor overturns, collision of farm machineries, etc), especially to youth. In previous works, these authors performed prevention by using traditional coaching, in particular, by showing direct, indirect and social costs of injuries in farms. However, they have developed a serious game in order to enhance young farmers interest and, that way, improve engagement with safety practices.

The game Hazard Ridge is setting in the Courthouse, where a farm safety researcher is trying to discover why farms accidents occur in that village, in particular, causes of a farmer's (Brad) ATV accident, which paralyzed him and affected his family, both psychologically and economically. She will find clues about this accident in the Courthouse will use a "time elevator" relive some of the scenes before, during a post accident.

This game is intended to obtain results in three perspectives: changes in attitudes, safe behavior and economic effects. Although this game is not included in a formal course or module, authors manifest that results in the first year are promising and, in the case that a second year results confirm them, they will develop specific pedagogical strategies to incorporate this game to rural youth training programs.

### 1.3 Conclusions

In this review we have outlined some of the most representative Instructional Design Models, which have been used in the design of pedagogical models, either in formal, informal or game-based instruction. In addition, we have collected some experiences in the field of game-based learning, focusing on vocational training and concretely, in entrepreneurial knowledge and skills. In this context, the experiences reviewed in the previous section show that constructivist principles are completely integrated in them. In particular, experiences related to game-based learning let users the opportunity to face problems, which could arise in real situations. In that way, they can test their ideas, knowledge and skills to check their validity and, that way, learn without incurring in the risks associated to a real situation.

Based on the analysis carried out, we have found that the Instructional Design Model (IDM) ADDIE fits the needs of Social Seducement and its current development. ADDIE is a widely used IDM and many other models are underpinned in it. Indeed, this is the process followed in the pedagogical model for Social Seducement. For the first activity in the ADDIE model (analysis), as stated in the IO2 report, chapter 3, a wide range of key actors in the social economy entrepreneurship was engaged in a survey in order to find out about the needs associated to the creation of a cooperative social enterprise. In addition to that, results obtained from that survey were triangulated with a literature review in order to adjust our conclusions.

According to the second activity (design), different concepts to be learnt have been structured and translated into levels and sub-levels as well as related to a storytelling, which will drive the learning process.

In this report, the vast majority of the contents developed for the game have been included, corresponding to the third activity of the ADDIE model (development). As presented in Part 2, we have included two kinds of materials: internal and external. The internal material, consisting in stories of success or insuccess in the creation and management of social economy enterprises, has been developed on the basis of the real experience of social economy actors; the external material was retrieved from already existing sources found through the web and/or by accessing relevant publications and/or the information databases of relevant actors.

The fourth activity of ADDIE model consists in the implementation, which will be developed by a pilot experience in five countries (Italy, Spain, Belgium, Sweden and the UK) during 2016/2017. From this piloting, we will obtain a preliminary set of results about the learning and game, which will allow us to start a new iteration of the process in order to refine and validate the game (fifth activity in ADDIE model: evaluation).

The blended learning approach has also been taken into account in the instructional design process by performing a double-vision process in the activities of design, development, implementation and evaluation and by foreseeing the possibility for piloting sites to organize also face-to-face meetings among players, if necessary, in parallel to the online collaboration happening through the game.

In addition to the above, with regard to the game-based learning approach and, particularly, along experiences exposed here and team mate's previous experience, we agree that several elements need to be included in the game, as presented in the Intellectual Output 1, part 2:

- Alignment to reality: In order to obtain better entrepreneurs, activities performed in the game need to be as real as possible and face players to situations, difficulties and problems as in the real enterprise.
- Real-life stories: As stated in the game design document, Social Seducement is going to be populated with stories from real entrepreneurs. From these stories, players will be able to follow a process of development from an idea to a business and will discover and resolve the several phases, which it needs.
- In-game practice: One of the most important features of game-based learning and, in particular, of serious games, is the possibility of facing problems with no real consequences..
- Work in groups: Collaborative learning is a well known approach to motivate student and to enrich students by different standpoints. In addition, collaborative learning also promotes development of social skills, which are very useful in the enterprise world.
- Facilitator: The facilitator role, which was imported for the previous experience of the table game Coopolis (dealing with social entrepreneurship training as well - see IO1 for an explanation of the link between Coopolis and the Social Seducement game), is another valuable element in the learning process, which is present, in many serious games (often called "game master"). The role of the facilitator is to support players during the game, both from a learning and game viewpoint (see IO1 and IO2 for an

in-depth description of the facilitators' role and competences as foreseen in Social Seducement).

- The integration of the learning contents and activities with challenges that need to be addressed in the game or that must be completed before the game ends is also an important feature that the Social Seducement game incorporates, allowing for a more integrated relation between learning and application of the learning results as to transform them in competences.

## 2. Developing the Learning Structure and Pedagogical Experience of the Social Seducement RPG

### 2.1 General principles

Part 1 of this report outlines the results of the work carried out by the consortium to develop the pedagogical model of the Social Seducement game (IO3-A1), based on the outcomes of IO1 (focused on the design of the game workflow) and IO2 (focused on the analysis of training needs of the groups targeted by the game).

IO1 called for the development of an online role play game based on the following principles:

- Being developed in the frame of the Social economy and aimed to develop social entrepreneurship-related skills, **the Social Seducement game will address long term unemployed adults aged 18+ with the aim to make them social entrepreneurs and help them starting up, through a collaborative and collective exercise, a collective social economy enterprise.**
- **The Social Seducement game is a learning game, it does not want to compete with the game industry** (nor has the resources to do so). The game will be the “window” through which learners/players will be engaged in a learning process in a motivating way.
- In order to allow experiential learning and at the same time ensure engagement, **the game will be designed around stories of real social entrepreneurs** that the players will have to revisit, taking their own decisions and responsibilities to reach success.
- **The stories will be so designed and articulated to let players learn how to build a business plan** for a collective social economy enterprise.
- **Players/learners** will not be alone in playing the game: they **will be supported by a virtual facilitator (and game master)** who will mediate their learning process and help them achieve their learning goals.
- The facilitator will virtually support players, as the game will be played online. **Players will play individually and mostly in groups as the collaborative and collective dimension is key in the social economy** and in the learning processes associated to becoming a social entrepreneur.
- Although it is proven that the more immersive is the experience, the more chances the game has to be successful, in Social Seducement it will not be possible to develop a 3D environment with the available resources. However, taking inspiration from similar successful games in the field, **a captivating graphical layout will be used to depict the different situations that the players will have to face within the stories.**
- **Players will have the possibility to choose an avatar and their role** within the social enterprise they want to set up.
- **Players will be stimulated to work together** to achieve the goals of the game.
- **Random events will be introduced in the game** to be used when the player gets in a standby situation determined by its incapacity to choose the right answer. This will give players the illusion to keep on playing and facilitators the possibility to drive players to the correct choice.
- **Step-by-step incremental learning** is a good solution to merge the learning needs and the technical design needs of the game: building the learning process through

steps/stages will allow the player to pass from one level to the next only when the knowledge and skills associated with the prior level are demonstrated.

- **The game will lean on a LMS platform (Moodle) through which all training activities will be performed** and facilitators will be able to manage and monitor the learning progress of players.
- Given the specific nature and needs of the Social Seducement action, the game will be **played locally, although virtually, at least in the piloting phase**. This depends on the need to train learners on specific legislations related to social cooperatives that differ from one country to the other.
- The majority of stakeholders agree that a **game lasting about one month** would be optimal, with a range of flexibility on the length according to the frequency of face-to-face and/or virtual meetings of the group with the facilitator.
- The game is expected to include **group sessions**, which could range from a minimum of two to six game meetings (including virtual and potential face-to-face) to a maximum of about twelve to eighteen. Different stories may include different numbers and kinds of group sessions to be more adaptable to different contexts.
- **User-friendliness of the game and the facilitator to help people play the game are considered the most important elements to engage the users**, while the combination of face to face and online interaction is considered relevant less extensively, which may give room for different ways of implementation of the game according to specific circumstances.

Based on the inputs provided by IO2 as well as by further discussions held within the partnership, the following adaptations were agreed with reference to the above principles:

1. **The game will not lean on Moodle**, as initially suggested, as the game developer (Ecobyte) found it more proper to develop a custom made learning platform supporting the game.
2. **Random events will not be introduced**, due to the complexity of development required to map the random generation of different storylines and match them within the boundaries of the predefined ones. As to keep engagement, the business canvas and the associated storylines will be gamified as to set clear objectives, challenges and rewards to keep the immersion of the players in the learning activities, as well as to ensure a fun experience of players which is crucial to the game.
3. **The duration of the game will be of two months maximum**.
4. In principle, **the game will be played online**, although each piloting partner might agree, with local piloting institutions, to organize also face to face meetings based on the specific needs of the groups of players addressed.
5. The **game** foresees an articulation organized according to **levels** (incrementally increasing the knowledge of players), intertwined with a fictional **storytelling** approach where groups of players – after choosing their avatar - work together towards the creation of their social collective enterprise in a fictional town, meeting in a fictional office that they will have the chance to decorate and furnish by gaining points through the game.
6. The game – after an introductory part basically aimed to create and harmonise the group from a social point of view – provides players with the opportunity to learn about social economy and social collective enterprises creation and management via a

**structure based on the key pillars of the so called “business model canvas”** (see 2.2 below).

7. The players are helped to reflect about the notions provided via **ad-hoc training material** provided in the different game levels and to critically use the skills acquired in each level – by solving problems and challenges related to stories of real social entrepreneurs (as coming from IO2) adapted (by partners) to the specific context of the game level and aimed to reinforce the skills acquired and enhance the learning outcomes (see further chapters for more information and analysis about this). The gamification<sup>1</sup> process will help the system to get players engagement high while learning via the ad-hoc training and applying the learning results back in the game.
8. The game is so designed to ensure that the learning experience of the players is fun and that players develop the necessary skills and competences to create and successfully manage a social collective enterprise. **Assessment takes place on three levels (knowledge, skills, behavior) with automatic assessment as concerns knowledge and self-assessment combined with an evaluation provided by the facilitator as concerns skills and behavior** (see chapter 4).

Based on the above, the following sections describe:

- The structure of the game mapping it to game levels and learning contents,
- The storyboard associated to the game and how it relates to the game levels
- The competences that Social Seducement wishes to enhance in the players of the Social Seducement ORPG.

---

<sup>1</sup> The gamification is still a recent discipline which although in the last years associated with videogames, is in reality as old as play, and that updated with concepts of game design, has generated the current definition of gamification currently being used. Based on this fact, a definition of gamification is the process of applying non game systems or processes, like software or HR processes and integrating game mechanics and elements focused in driving motivation, participation, engagement from either users of the software or people involved in the process.

The game mechanics used are based on subsets of the mechanics traditionally used in videogames like the ones defined used by Mark Van Diggelen:

1. Competition Types: Player vs Player, Player vs System, Self Directed.
2. Time Pressure: Relaxed explorative play or brash tactics get things done play.
3. Scarcity: Scarcity can add a level of challenge and strategic game play.
4. Puzzles: Problems that promise the existence of a solution.
5. Novelty: Change presents a new set of challenges & patterns to master.
6. Levels: Provide roadmap of progress.
7. Social Pressure / Proof: The herd must be right.
8. Teamwork: Can also be resistance when we need to work with others.
9. Currency: Anything that can be exchanged for something of value will be sought.
10. Renewals & Power-ups: “Unstick” players & redirect from dead-ends.

Gamification is not about designing or developing games, but rather about integrating the engagement models traditionally used in videogames to new/existing systems, that requires the users/members to remain motivated and engaged for the system to have higher probabilities for success.

## 2.2 Implementing Incremental learning throughout game levels

Being the main aim of the game to support the development of knowledge, skills (specific and transversal) and behaviours necessary to successfully create and manage a social collective enterprise, the consortium agreed that the game would be built around the building blocks of the business model canvas, a strategic management and entrepreneurial tool which allows describing, designing, challenging, inventing, and pivoting the developed Business Model.

The Business Model Canvas consists of nine building blocks that every enterprise is made up of. Each block is dependant on each other and changes made in one will have implications in on or more of the other.

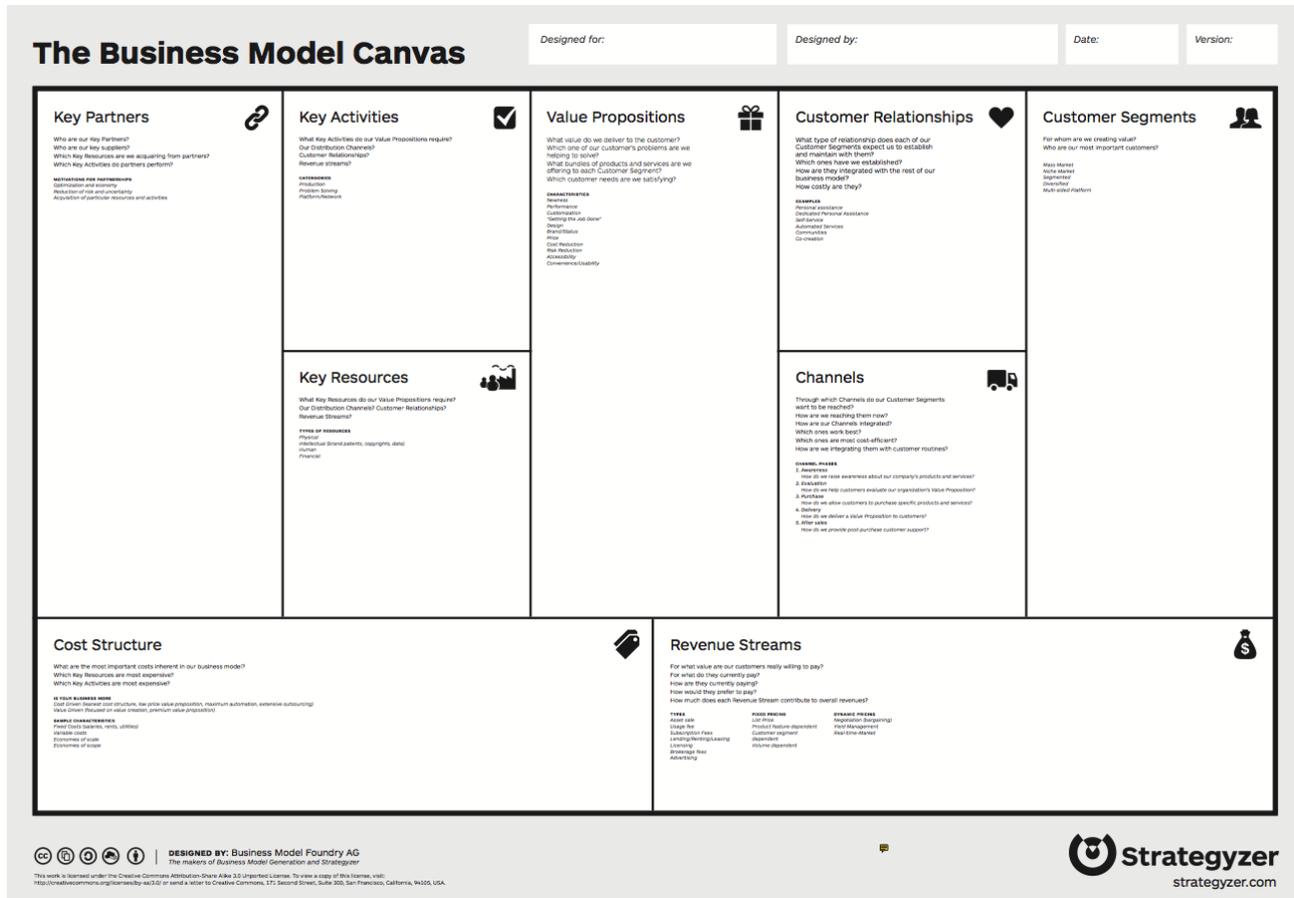
Figure 1: *The Business Model Canvas*


Table 1 below shows the game levels, partly based on the structure of the Business Model Canvas:

In the first three levels, the main objective is to allow players familiarise with the feature of the game and with the other members of the team they are part of: following the registration (level 0), players are invited to choose an avatar representing them in the game (level 1), to get to know each other and meet the facilitator and to fix together the first meeting date (level 2). In level 3, players enter their office and start discussing about their business ideas and roles. The office is intentionally scarcely refurnished, to allow players choose and buy furniture through the points they gain playing the game. In level 4, once the group is established and the members know each other and have defined their roles (which, by the way, they will be enabled to change throughout the game) the discussion focuses on the business idea: what kind of target to address, what kind of product/service to provide, how to reach the target groups. In level 5, the roles defined previously in level 3 are verified against the business idea, and a mapping of the covered roles against the needed ones is carried out so to identify possible gaps in terms of key roles still to be covered. In level 6, once the business idea and roles are set, the group starts organising their office. Level 7

relates to the implementation of the business plan and is therefore the most articulated level, built around the building blocks of the business model canvas:

- level 7.1 Goal – establishing the value proposition, identifying the customer segments to be addressed, working on the revenue stream (price definition; modes of payment foreseen, initial capital available and funding resources for the business).
- level 7.2 Customer relationship – how to show and sell the identified products/services; delivery and distribution strategies.
- Level 7.3 Activity and resources – key activities to be carried out and resources to be used to let the business develop; key partners for implementation and impact at economic and social level.
- Level 7.4 Costs – identification of the costs of the created social collective enterprise.

With Level 8, the business plan of the social collective enterprise of the group is put together and finalised along three main blocks: budget, risk analysis and implementation plan.

Table 1: *Social Seducement* game levels

Game levels	Game sub-levels		
Level 0 – Registration			
Level 1 – Participant profiles			
Level 2 – Fixing the date for the first meeting			
Level 3 – Entering headquarter, defining roles			
Level 4 – Building an idea			
Level 5 – Look at your group: do you have basic features to realize the idea			
Level 6 – Make your headquarter a place you feel well with			
Level 7 – Develop your business plan	<b>Level 7.1 – Goal</b>	Level 7.1.1 – Value proposition segments	
		Level 7.1.2 – Customer	
		Level 7.1.3 – Revenue stream	Level 7.1.3.1 – Definition of price Level 7.1.3.2 – Mode of payment Level 7.1.3.3 – Segmentation of revenues Level 7.1.3.4 – Initial capital / funding resources
	<b>Level 7.2 – Customers relationship</b>	Level 7.2.1 – Kind of customers relationship	Level 7.2.1.1 – Showing our services Level 7.2.1.2 – Sell our services Level 7.2.1.3 – Explaining social impact Level 7.2.1.4 – Loyalty policies

		Level 7.2.2 – Channels	Level 7.2.2.1 – Delivering products or services Level 7.2.2.2 – Kind of distribution
	<b>Level 7.3 – Activity and resources</b>	Level 7.3.1 – Key activities	Level 7.3.1.1 – Activities to be undertaken Level 7.3.1.2 – Making the product or service available Level 7.3.1.3 – Widening social impact Level 7.3.1.4 – Complementary activities
		Level 7.3.2 – Key resources	Level 7.3.2.1 – Resources for goal, customers and activities  Level 7.3.2.2 – Resources for social impact  Level 7.3.2.3 – Resources inside and outside our social enterprise  Level 7.3.2.4 – Finding resources
		Level 7.3.3 – Key partners	Level 7.3.3.1 – Partners to achieve commercial goals Level 7.3.3.2 – Partners to achieve social impact Level 7.3.3.3 – Appearance of your social enterprise Level 7.3.3.4 – Relationship between partners
	<b>Level 7.4 - Costs</b>		
<b>Level 8 – Business plan</b>	<b>Level 8.1 – Budgets</b> <b>Level 8.2 – Risk analysis</b> <b>Level 8.3 – Implementation plan</b>		

## 2.3 Introducing the leisure component through a storyboard

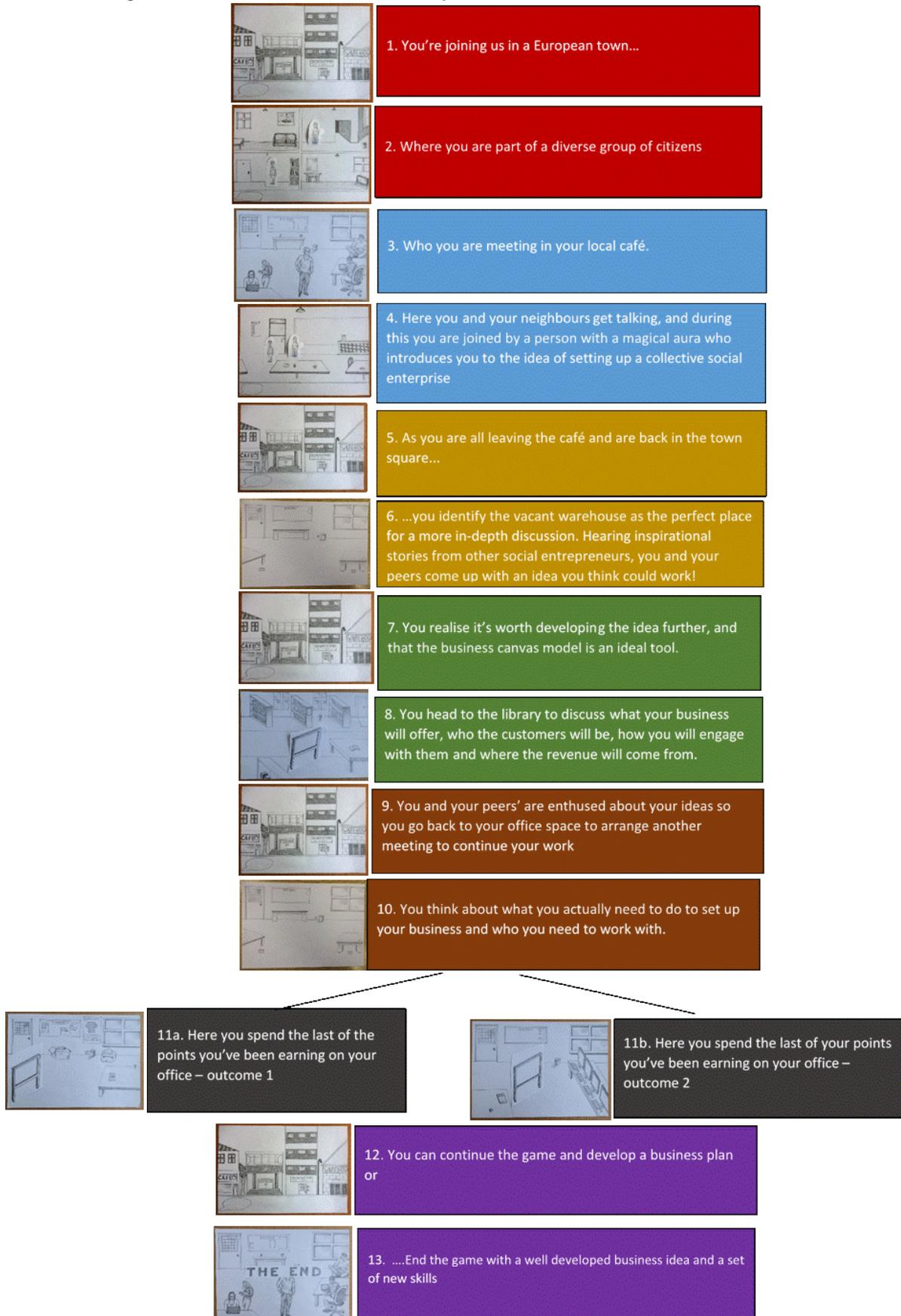
IO4-A1 of the Social Seducement application form specifies the creation of a storyboard in the context of implementing the Social Seducement RPG workflow. A storyboard is a sequence of panels illustrating action in a time-based medium. In the case of Social Seducement, the storyboard had a double function:

1. It helped the partnership to visualize the game before having to go through the process of coding the game. It offered a tool with which the partnership could simulate the learners' and facilitators' experience of playing the game, from a technical and pedagogical perspective. In doing so, it allowed for a refinement of the rules and roles central to the game, which could then feed into coding.
2. By focusing on the story, it helped the partners to move from a traditional learning path to a more interactive and fun way of learning by making it easier to conceptualise and integrate the gamification elements.

### 2.3.1 The Social Seducement storyboard

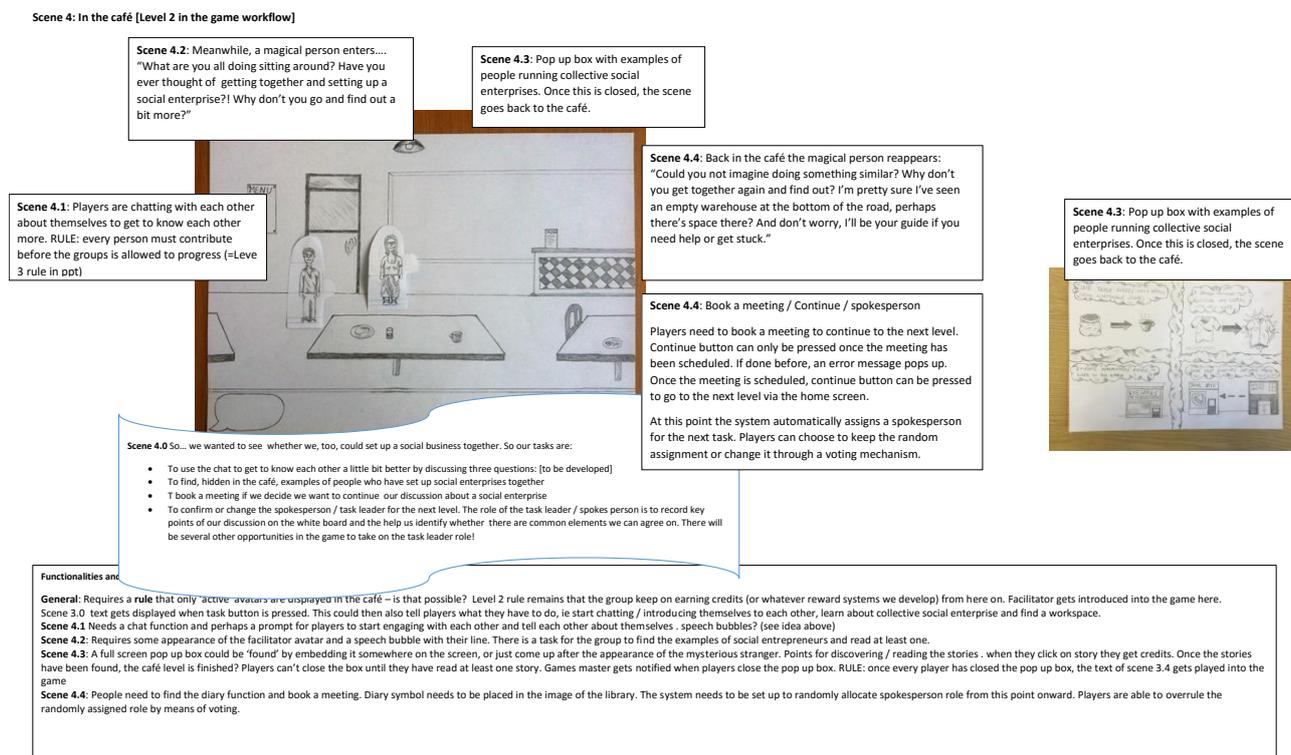
The Social Seducement storyboard was created by drawing on and integrating information from key documents created by the partnership in the process of game design. Figure 2 below shows the high level storyboard for the Social Seducement game.

Figure 2: *The high level Social Seducement storyboard*



The starting point was the work carried out on the game levels (see table 1 above), which got translated, with the help of images representing the different locations where the game will be played, into scenes for the game. Text boxes are articulating the actions required of players and facilitators to complete, as well as the ‘missions’ to be accomplished in each scene prior to being able to progress to the next game level. The storyboard further includes signposts to where stories – the project’s own original training material – are to be integrated into the game. An excerpt from the detailed storyboard is presented in figure 3 below.

Figure 3: Example of the detailed Social Seducement storyboard



Furthermore, the storyboard considered the ongoing work on the pedagogical model as well as incorporating comments from partners in order to ensure that the detailed execution of the game met the training, coding and other needs of the project. In the next section, we discuss in more detail the implications for the definition of the learning path and assessment.

### 2.3.2 The learning path and assessment

As discussed above, the work on the game levels and storyboard are complementary to another and required a functional work combining learning model theories, with their practical implementation in an environment which shows at least three elements of innovation:

→ the topic and the tool: promoting awareness and fostering competences to set up social collective enterprises through an on-line multiplayer game. The virtual environment created by the game allows the participants to try and to test without being afraid of failing and it uses a fun component – as the game – to help the individuals to take risk, to act in a safe environment;

→ the presence of a facilitator in an on-line game, whose function is to support the individuals and the groups in developing their sense of initiative and thus is regaining confidence in their abilities and start being active again in the world market;

→ the target groups: Social Seducement addresses long-term unemployed people, whose number doubled between 2008 and 2014 and currently account for half of total unemployed in the EU. In the third quarter of 2015 long-term unemployment affected 10.5 million people (4.3% of the active EU population), 63% of whom have been out of work for more than two years.

Long-term unemployment is an acute problem because the longer people are out of work, the more problematic it is to return. Each year, a fifth even stop trying to find a job and are classified as inactive. Social Seducement aims at tackling long-term unemployment by working on the empowerment of people, thus supporting the demotivation, which brings to inactivity. And it does this by working within the field of social economy, thus operating with an entrepreneurial mind-set to earn revenue, while achieving social, cultural and community outcomes.

The game rather than simply providing learning material to start up a business, works on the creation of the group, on the valorisation of the individual and group ideas and accompanies the group in an unconventional way towards the transformation of the idea into a business plan. It works on the empowerment skills of the individual and of the group. This process is also reflected into the assessment approach and into the learning resources. Rather than developing an assessment approach based on a written or oral exam, judging the achieved competences, Social Seducement uses the assessment to level up in the game in an automatic way or by participating to collaborative activities, such as the creation of a new forum post, the time spent in the game, the participation to polls. Similarly, the learning material is composed by two different sets:

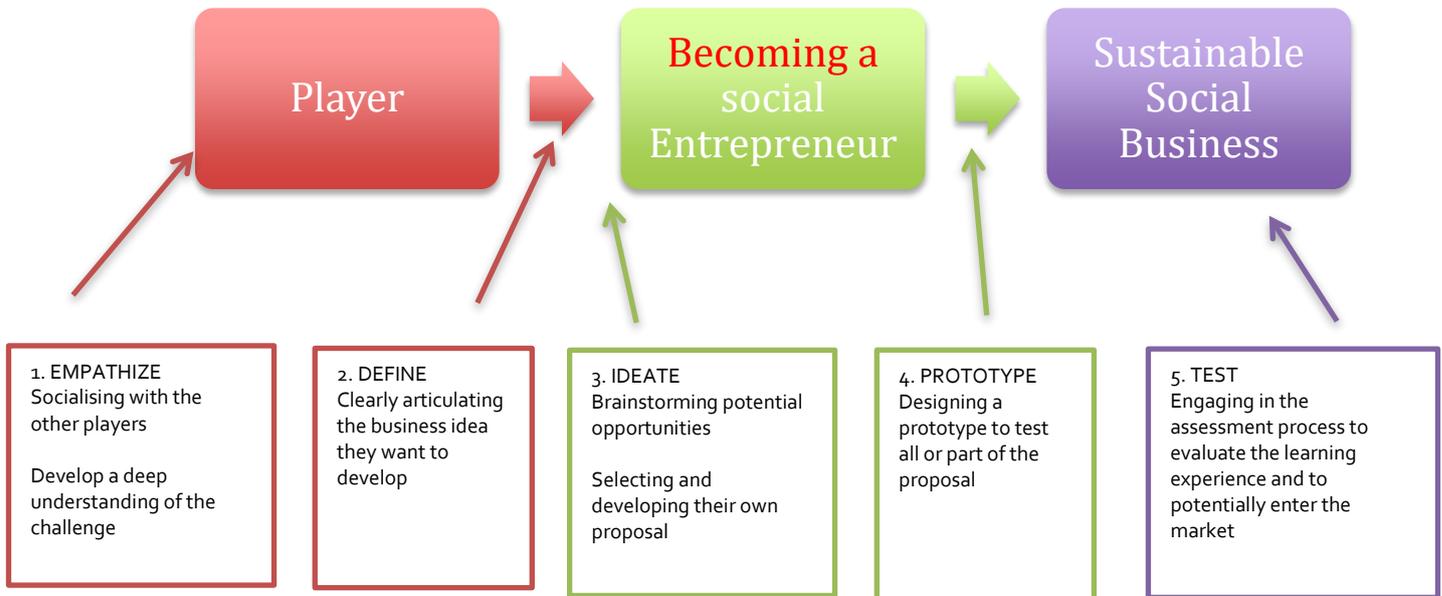
- a set of inspirational real-life stories of social entrepreneurs facing challenges and setbacks but also narrating how they moved forward and which have been the drivers and the barriers encountered. The critical dimension (things that did not go so well and solutions found) will be very important pedagogically. The stories will then be attached to the different chunks, which the players play, to introduce and to provoke thinking before and during the work on specific themes.
- The external relevant resources, in compliance with the different national scenarios on collective social entrepreneurship, as further explored in Part 2 of this report.

The definition of a storyboard allowed the partners to imagine the learning path in terms of steps and learning outcomes, but more than that on imagining a real life situation, based on a “learning by doing” approach. Setting up your own business means creating something new under conditions of extreme uncertainty, Social Seducement game allows to penetrate that fog of uncertainty to discover a successful path for the participants’ empowerment towards the development of entrepreneurship competences. Social Seducement identified the following elements as pillars for the development of the game:

Game approach and pedagogical model	Game concepts	Game tools
Constructivist learning approach supplemented with a degree of cognitive learning	Group learning	Facilitator
		Tailored learning technology
		Diversity of training material, including written, audio and video
Collective social entrepreneurship	Group learning and decision making	Business model canvas modified for collective entrepreneurship
	Learning from real life cases	Stories from real life social entrepreneurs to guide the journey towards becoming a social entrepreneur
Inclusion and empowerment	Integral learning	Facilitator
		Group learning
		Avatars
		Collective forms of assessment
		Individual learning portfolios (to be further discussed within the partnership)

The overall learning experience that inspired the storyboard can be graphically represented as follows:

Figure 4: *The Social Seducement learning experience*



### 3. Expected impact of the Social Seducement ORPG: Competences and learning outcomes

There is not a unique and generally accepted competence framework for social economy entrepreneurs<sup>2</sup>, although a lot has been analysed on competences needed. Social economy entrepreneurship is rather complex, and as described the findings from IO2, 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 to the process of setting up a collaborative social enterprise and to their particular circumstances.

The portfolio of competences described below has been created from an exploration of the different SE experiences in Italy, United Kingdom, France, Belgium, Spain and the Scandinavian Countries and involved the direct experience of people active within different SE domain through a survey implemented in IO2. From this research, we can outline some important competences and skills to become a social entrepreneurship. Some of them apply to any kind of entrepreneur; others are needed specifically with regard to entrepreneurship within the social economy. See the table 2 below, where they are classified:

Table 2: *Classification of competences and skills for social entrepreneurs*

Directly related to SE		General competences
Most important skills	To be included in the training but not the focus	Most important skills
<b>Soft skills:</b> <ul style="list-style-type: none"> <li>- Planning and goal setting (meaning imaging that an idea with a social objective can become reality)</li> <li>- Problem solving</li> <li>- Strategic thinking</li> <li>- Ability to make decision</li> </ul>	<b>Technical business skills,</b> 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	<b>Interpersonal skills</b> <ul style="list-style-type: none"> <li>- Capacity to work in team,</li> <li>- empathy,</li> <li>- capacity to listening</li> <li>- the ability to organise (These are considered more important than the more hard or technical business skills</li> </ul>

In addition, there is a need to take into account some key features related to the nature of social collective enterprises (on which the Social Seducement game focuses):

- Collaborative advantage, meaning that social entrepreneurs are oriented to join forces to realise a collective vision for change faster and create long-term social change. Collaboration is not the enemy of speed or innovation. Collaborative behaviours are characterised by trust, reciprocity, commitment, and use of coordination to achieve results. Social ventures have an integrated business model where social mission outcomes, impact, are a direct consequence of a well operating enterprise. Their mission

<sup>2</sup> 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](http://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 ).

outcomes scale up (serve more beneficiaries) as their market share and income increase. Social entrepreneurs therefore must maintain the best interest of their social mission and entrepreneurship initiatives through collaborative and competitive orientation.

- The set of competences are characterised by a horizontal structure, without hierarchy, but maintaining a shared vision of the future and where / how to impact it. This is achieved by giving prominence to social or business competences and showing risks related to radicalise to one of them, which will bring to a different vision of the enterprise.
- Except for the basic competences, there is no independent use of competences (a co-entrepreneur independently from the level she/he is working in, cannot exercise only the entrepreneurial competences excluding the social ones). Thus, the framework needs to underline how the two set of competences go together.
- Transversal to all the group of competence there are abilities such as the good knowledge of the local context, social and interpersonal skills, communication capacities, abilities to network and to establish partnerships, ability to animate dialogue between different stakeholders, which all the co-entrepreneurs need to have. This issue will be dealt by providing learning materials as tool for collecting competences and for discussion among the group members. This is feasible through the fact that there is no a strict dependency on the different game chunks.

### 3.1 The competence portfolio of social entrepreneurs

As part of the Intellectual Output 2, the document *Report on Targets' need analysis* brings together the findings obtained from consultations with social economy actors and desk research analysis on the learning needs of the target group addressed. These findings, combined with the experience of partners in the field of: social economy, game development, social inclusion, have led to the identification of the key set of competences that future social entrepreneurs should have to successfully operate from a business as well as social point of view. The important thing to note here is that Social Seducement endorsed a critical look to think through the processes of training from the logical aspect of accumulating knowledge. SE projects development is understood from logic of processes and in relation to the development of fundamental competencies.

Below, the 7 Competence packages are presented and described:

**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 on 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. 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 divers 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 business plan** a 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. 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.

**Creation of a  
conductive  
stakeholder  
environment**

a 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 for 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. 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 require different competences. 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. 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, need to be managed and maintained regularly. 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 an

understanding of the how the enterprise works in what implications different actions or decisions might have on it.

Table 3 below organises these required competences into knowledge, skills and attitudes – aligning them with the structure of the European Qualifications Framework.

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		A positive attitude towards continuous learning
			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					

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	Responsibility towards solving the problem
			Make decisions in the face of uncertainty	
			Ability to negotiate and include other's views	Inclusive attitude towards co-entrepreneurs
	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	

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 ...	
			Design HR policies		
		Managing supply chains	Identify suppliers	Creativity and lateral thinking	
	To be able to plan and set goals	Tools and techniques of planning		Run effective commissioning processes	Foresight, transparency, rigour, commercial and ethical integrity
				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	Attention to detail and business needs Curiosity Questioning		

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 conform one's own practices and organisational features to the legal texts and regulations Create a functional governance system	
	To know and understand the social economy enterprise governance: the main regulations and legal texts for SEs	How to create the most suitable governance structure of the business	To create and maintain and improve the governance system created  To find long term solutions and implement them in the organisation	Structure in mind, flexibility, 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

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 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	Analytical mind set
			To set up appropriate monitoring systems	
			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	
<b>Individual Competences to smoothline the running of a Social Enterprise</b>	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 analyse, draw conclusions and propose actions			
		To experiment and test ideas and processes, take stock and change course where needed	Foresight, 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 be able to learn from experience		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 To continues learning and developing the digital skills	Openness toward digital communication and tools

This competence framework highlights the need for generating teaching and learning processes that considers the factors to be adopted in the way and the context they are developed, and in particular:

**The contents should be focussed on the features of territory, context, and community participation**

Generating teaching and learning processes that considers the context in which they develop, as a main factor. The recognition of the territory and its characteristics will allow to analyze the possibilities of the development of a proposal and its adaptation while identifying the specific needs of the community in which it is developed and the tools and strategies to support it.

**The training processes should be flexible to avoid falling into conventional economic strategies**

Generating a critical training process allows for the identification of the mechanisms that facilitate the participation in the competitive market and the sustainability of the enterprise.

**The project-based learning, based on clear learning outcomes**

Promoting processes to implement the values and ways of doing things collectively, based on a strategy of identifying needs and context analysis. The possibility to learn how to develop a project from its conception to the implementation. Practice oriented towards objectives, work in relation to what it is intended to be achieved, based on questions that help assessing and placing the learner. Work on the capacity to develop realistic, current, dynamic, integrated and articulated strategies in the local territory.

**Disclaimer:** The information and views set out in this report are those of the author(s) and do not necessarily reflect the official opinion of the European Union. Neither the European Union institutions and bodies nor any person acting on their behalf may be held responsible for the use which may be made of the information contained therein.

## 3.2 Competences, Learning results and Learning outcomes

The competence portfolio presented in 3.1 - as extracted from IO2 results - provides a comprehensive competence framework for social economy entrepreneurs. According to the European Qualifications Framework, it is organized in knowledge, skills and attitudes. In order to assess what Social Seducement game players (potential social economy entrepreneurs) are learning, we need to focus our attention on what we can measure at the micro level (learning results).

On the other hand, from IO2, we have a set of seven competences packages which brings together the conclusions obtained from different levels of analysis: previous knowledge, literature review and focus group needs prospection.

Based on the above, we are going to establish the link between the 7 competences packages outlined in section 3.1 and learning results in as described in table 4 below.

Table 4: *Competences packages and learning results*

Nº	Competences packages	Brief description	Learning results
1	<b>Understanding the concept of the social economy</b>	<p>To understand the principles and rules on the basis of which (different forms of) social economy enterprises work and their implications. Potential social economy entrepreneurs need to understand that a SEE has different goals and they have to design and develop it in consequence. Additionally, this double-goal feature implies, sometimes, dilemmas in the decision-making and they need to be able to understand implications, evaluate options and act consequently.</p> <p>On the other hand, a SEE can be founded with several legal forms. Each of them has implications in terms of governance, activities, profit investment, etc. But, in any case, some steps are needed to launch the enterprise and some skills have to be trained in order to succeed.</p>	<ul style="list-style-type: none"> <li>- Invent concepts which could become a business</li> <li>- Study opportunities of business for conceptual ideas</li> <li>- Select the most proper idea to become a business</li> <li>- Enumerate and describe the complete list of organizational / productive departments which could belong to a social enterprise</li> <li>- Identify roles which develop every single task in every organizational / productive department</li> <li>- Combine roles according tasks developed</li> <li>- Distinguish relevance of organizational / productive departments for every particular business idea</li> <li>- Prioritize the list of organizational / productive departments according to a particular business idea</li> <li>- Select the minimum quantity of needed organizational / productive departments in order to be able to develop a particular business idea</li> <li>- Differentiate enterprise concepts according local laws</li> <li>- Study features which better fit our needs</li> <li>- Select the kind of enterprise which better fit the features selected</li> <li>- Identify decisions to be made and planning the process</li> <li>- Fix meetings and calling proper people to participate in the decision making process</li> <li>- Establish the agenda for meetings</li> <li>- Establish time and turns for every participant</li> <li>- Participate in the debate about every proposal</li> <li>- Decide the method to make the decision</li> <li>- Inform meeting assistants and every other person who is interested about the decision made</li> <li>- Schedule periodic meeting with social agents</li> <li>- React to unexpected events and re-plan, if needed</li> <li>- React to new / urgent needs, if possible</li> <li>-</li> </ul>

Nº	Competences packages	Brief description	Learning results
2	<b>Conception of the idea by a group of persons</b>	<p>To develop their idea based on a shared vision of the future. This has to be done in a collective way, i.e. together with co-entrepreneurs, for which they self-confidence and mutual trust. Some skills are required to perform this process adequately, such as empathy, capacity to listening, mediation capacities, the ability to negotiate and include views of other persons while developing an idea, skills linked to problem-solving and conflict-management. In addition, knowing diverse methods of participation and dialogue are central, together with the ability to develop abstract ideas into a business idea, through strategic thinking, planning, the capacity to prioritize and goal setting.</p>	<ul style="list-style-type: none"> <li>- Listen and analyze opinions from any partner</li> <li>- Praise good points of others ideas</li> <li>- Offer alternatives and argue the own position</li> <li>- Accept other ideas or opinions if argumentation is convincing</li> <li>- Summarize other proposals and find good and bad points</li> <li>- Distinguish good and bad points decisions</li> <li>- Evaluate how decisions impact the business</li> <li>- Recognize bad decisions and evaluate results</li> <li>- Find alternatives to bad decisions</li> <li>- Reinforce good decisions as reactions of bad ones</li> <li>- Collect information about opinions / proposals from any partner</li> <li>- Accurately present every opinions / proposals</li> <li>- Identifying points of disagreement and present options</li> <li>- Argue how points of disagreement affect the community and the business</li> <li>- Deny opinions / proposals against community or business</li> <li>- Express preferences in terms of proposals or results and argue them</li> <li>- Discuss and argument bad points of proposals</li> <li>- Bring positions by lightly modifying some proposal</li> <li>- Respect the majority opinion</li> <li>- Select proper partners</li> <li>- Assume one cannot do everything</li> <li>- Write a report by using MS Office or Open Office</li> <li>- Calculate budgets and input/output of money by using MS Office or Open Office</li> <li>- Perform a presentation based on slides by using MS Office or Open Office</li> </ul>

Nº	Competences packages	Brief description	Learning results
3	<b>Establishing a business plan</b>	<p>Ability to understand and monitor the business environment to individuate and access financial instruments are key to develop a SEE. In addition, many others are important in order to develop a suitable business plan such as analyzing the market, monitor its changes or learning from experience.</p> <p>However, sharing the business plan with partners and workers and let them understand it is also an important issue to be addressed. For that reason, editorial skills to present it in a convincing way to other stakeholders in a partnership is another capability to be trained.</p>	<ul style="list-style-type: none"> <li>- Learn what a market research is</li> <li>- Understand the features that every kind of market research has</li> <li>- Perform different kinds of market researches</li> <li>- Select the most appropriate kind of market research according to our needs</li> <li>- Interpret results from the market research</li> <li>- Apply results to our business idea</li> <li>- Learn what a market research is</li> <li>- Understand the features that every kind of market research has</li> <li>- Perform different kinds of market researches</li> <li>- Select the most appropriate kind of market research according to our needs</li> <li>- Interpret results from the market research</li> <li>- Apply results to our business idea</li> <li>- Identify entities which could offer credits or grants</li> <li>- Understand requirements for every kind of possible credit or grant application</li> <li>- Match requirements with our own features, both from a personal and business idea standpoint</li> <li>- Select the set of calls to which our business could apply</li> <li>- Compile documents required in every call to be able to participate</li> <li>- Identify entities which could invest in our business</li> <li>- Select the most appropriate entities to negotiate according to their and our features and needs</li> <li>- Identify phases to arrange a meeting and documents needed to success</li> <li>- Compile documents to prepare the meeting</li> <li>- Establish a plan to negotiate pre, during and post the meeting</li> <li>- Identify elements (items) which needs funding in our business</li> <li>- Divide items into sub-items</li> <li>- Quantify funding needed for every item and sub-item</li> <li>- Minimize funding</li> <li>- Write a report by using MS Office or Open Office</li> <li>- Calculate budgets and input/output of money by using MS Office or Open Office</li> </ul>

N°	Competences packages	Brief description	Learning results
4	<b>Management (including communication and marketing)</b>	Management, communication marketing and sale need the knowledge and understanding of the legislative environment and administrative requirements, or bookkeeping. However, many abilities are required in order to organize the daily work and make decisions. For example, organization skills to work with co-entrepreneurs, animation capacities and internal communication for participatory governance , capacity to make a decision and doing it in the right moment, or communication skills, including the use IT instruments (in a digital world, e-marketing, e-business or e-shopping need to be taken into consideration).	<ul style="list-style-type: none"> <li>- Perform a presentation based on slides by using MS Office or Open Office</li> <li>- Know basic concepts about marketing</li> <li>- Appreciate usefulness and selecting the most appropriate ones for a particular business</li> <li>- Adjust marketing policies to our needs and possibilities</li> <li>- Interpret results from the market research</li> <li>- Apply results to our business idea</li> <li>- Select the set of calls to which our business could apply</li> <li>- Compile documents required in every call to be able to participate</li> <li>- Identify entities which could invest in our business</li> <li>- Select the most appropriate entities to negotiate according to their and our features and needs</li> <li>- Identify phases to arrange a meeting and documents needed to success</li> <li>- Compile documents to prepare the meeting</li> <li>- Establish a plan to negotiate pre, during and post the meeting</li> <li>- Identify decisions to be made and planning the process</li> <li>- Fix meetings and calling proper people to participate in the decision making process</li> <li>- Establish the agenda for meetings</li> <li>- Establish time and turns for every participant</li> <li>- Participate in the debate about every proposal</li> <li>- Decide the method to make the decision</li> <li>- Inform meeting assistants and every other person who is interested about the decision made</li> <li>- Write a report by using MS Office or Open Office</li> <li>- Calculate budgets and input/output of money by using MS Office or Open Office</li> <li>- Perform a presentation based on slides by using MS Office or Open Office</li> </ul>
5	<b>Creation of a conductive stakeholder environment</b>	The most important characteristic of SEE is their engagement with local population and needs. For that reason, rootedness in local communities and in networks	<ul style="list-style-type: none"> <li>- Know (at least) basic features about different cultures and / or of people around our business</li> <li>- Appreciate contributions of every people in society</li> <li>- Consider social difficulties of people with different features</li> <li>- Develop some idea in our business to ease life of people with different features</li> <li>- Identifying unsolved problems to manage them globally</li> </ul>

N°	Competences packages	Brief description	Learning results
		<p>composed of players such as public authorities, other social economy enterprises, 'traditional' enterprises, universities, civil society, citizens (including the own clients/beneficiaries) etc. are key points in this enterprises. Entrepreneurs need to know the local context and have the capacity to establish different type of cooperation around their activities. In addition, skills such as communication capacities and ability to animate dialogue between different stakeholder are also important.</p>	<ul style="list-style-type: none"> <li>- Identify needs in the community which are aligned with our business</li> <li>- Analyze how our business can contribute and select a set of options to be successfully implemented</li> <li>- Analyze inclusivity and sustainability of proposed solutions and applying a quantifiable measure for these factors</li> <li>- Prioritize solutions according their usefulness to community, inclusivity and sustainability</li> <li>- Find similar enterprises in the country, other countries with the same culture, other countries with the same language and, finally, countries with different cultures and languages (with which we are able to contact)</li> <li>- Classify different enterprises according to similarity to our business and select the most appropriate ones to contribute to social needs</li> <li>- Study interests, features, products and strategies of selected enterprises</li> <li>- Find strategic points of collaboration</li> <li>- Develop a plan to collaborate with other enterprises based on common or complementary interests, features, products or strategies</li> <li>- Contact enterprise, arrange meetings and present proposals and discuss to establish collaborations</li> <li>- Appreciate how good decisions impact enterprise and recognize their authorship</li> <li>- Identify good decisions and evaluate their impact</li> <li>- React to bad decisions and evaluate the change</li> <li>- Recognize good practices from features of good decision</li> <li>- Appreciate how good decisions impact enterprise and recognize their authorship</li> <li>- Identify needs of learning to positively impact the enterprise progress</li> <li>- Accurately present every opinions / proposals</li> <li>- Identifying points of disagreement and present options</li> <li>- Argue how points of disagreement affect the community and the business</li> <li>- Deny opinions / proposals against community or business</li> <li>- Express preferences in terms of proposals or results and argue them</li> <li>- Praise good points of proposals</li> <li>- Discuss and argument bad points of proposals</li> </ul>

Nº	Competences packages	Brief description	Learning results
			<ul style="list-style-type: none"> <li>- Bring positions by lightly modifying some proposal</li> <li>- Respect the majority opinion</li> </ul>
6	<b>Evaluation and impact assessment</b>	Evaluation of their own activities and internal procedures, having the ability to revise strategies based on the results of such an evaluation and lessons learnt from experience and to develop their idea based on a shared vision for the future and to impact it.	<ul style="list-style-type: none"> <li>- Perform different kinds of market researches</li> <li>- Apply results to our business idea</li> <li>- Identify elements (items) which needs funding in our business</li> <li>- Divide items into sub-items</li> <li>- Quantify funding needed for every item and sub-item</li> <li>- Minimize funding</li> <li>- Schedule periodic meeting with social agents</li> <li>- Praise good points of proposals</li> <li>- List decisions made up to obtain success</li> <li>- Distinguish key decision in the process of success</li> <li>- Distinguish bad decisions and analyzing how they affect the process</li> <li>- Pay attention to solutions given to problems during the process to obtain success</li> <li>- Identifying key partners in the process and reward their contributions</li> <li>- Identifying unsolved problems to manage them globally</li> <li>- Analyze how our business can contribute and select a reduced set of options to be successfully implemented</li> <li>- Analyze inclusivity and sustainability of proposed solutions and applying a quantifiable measure for these factors</li> <li>- Prioritize solutions according their usefulness to community, inclusivity and sustainability</li> <li>- Write a report by using MS Office or Open Office</li> <li>- Calculate budgets and input/output of money by using MS Office or Open Office</li> <li>- Perform a presentation based on slides by using MS Office or Open Office</li> <li>- Evaluate how good decisions impact enterprise and recognize their authorship</li> <li>- Identify needs of learning to positively impact the business progress</li> <li>- Select and acquire material to train those needs</li> </ul>

Nº	Competences packages	Brief description	Learning results
			<ul style="list-style-type: none"> <li>- Obtain certificates of completion or achievement for needs identified</li> <li>- Supervise results and reward partners in term of them</li> <li>- Collect information about opinions / proposals from any partner</li> <li>- Accurately present every opinions / proposals</li> <li>- Identifying points of disagreement and present options</li> <li>- Argue how points of disagreement affect the community and the business</li> <li>- Deny opinions / proposals against community or business</li> <li>- Express preferences in terms of proposals or results and argue them</li> <li>- Praise good points of proposals</li> <li>- Discuss and argument bad points of proposals</li> <li>- Bring positions by lightly modifying some proposal</li> <li>- Respect the majority opinion</li> </ul>
7	<b>Operations</b>	<p>Day to day running of the enterprise (customer/clients, sales, suppliers and retailers, banks, etc.) need to pay attention to relationships, both to establish new ones and to maintain what already exist. Again, abilities to problem solving or, in general, social skills are needed, as well as analyzing how decision or action can influence the enterprise work.</p>	<ul style="list-style-type: none"> <li>- Schedule daily tasks by assigning priorities to periodic tasks</li> <li>- React to non-expected tasks and reorganizing agenda</li> <li>- Identify partners who could help in every daily task</li> <li>- Listen and analyze opinions from any partner</li> <li>- Praise good points of others ideas</li> <li>- Offer alternatives and argue the own position</li> <li>- Accept other ideas or opinions if argumentation is convincing</li> <li>- Bring positions by lightly modifying some proposal</li> <li>- Distinguish key decision in the process of success</li> <li>- Distinguish bad decisions and analyzing how they affect the process</li> <li>- Respect the majority opinion</li> <li>- Select the most appropriate entities to negotiate according to their and our features and needs</li> <li>- Establish a plan to negotiate pre, during and post the meeting Fix meetings and calling proper people to participate in the decision making process</li> <li>- Establish the agenda for meetings</li> </ul>

Nº	Competences packages	Brief description	Learning results
			<ul style="list-style-type: none"> <li>- Establish time and turns for every participant</li> <li>- Participate in the debate about every proposal</li> <li>- Decide the method to make the decision</li> <li>- Inform meeting assistants and every other person who is interested about the decision made</li> <li>- Schedule periodic meeting with social agents</li> <li>- React to unexpected events and re-plan, if needed</li> <li>- React to new / urgent needs, if possible</li> <li>- Evaluate how decisions impact the business</li> <li>- Recognize bad decisions and evaluate results</li> <li>- Find alternatives to bad decisions</li> <li>- Reinforce good decisions as reactions of bad ones</li> <li>- Collect information about opinions / proposals from any partner</li> <li>- Accurately present every opinions / proposals</li> <li>- Identifying points of disagreement and present options</li> <li>- Argue how points of disagreement affect the community and the business</li> <li>- Deny opinions / proposals against community or business</li> <li>- Express preferences in terms of proposals or results and argue them</li> <li>- Write a report by using MS Office or Open Office</li> <li>- Calculate budgets and input/output of money by using MS Office or Open Office</li> <li>- Perform a presentation based on slides by using MS Office or Open Office</li> <li>- Contact enterprises, arrange meetings and present proposals and discuss to establish collaborations</li> <li>- Analyze inclusivity and sustainability of proposed solutions and applying a quantifiable measure for these factors</li> <li>- Prioritize solutions according their usefulness to community, inclusivity and sustainability</li> </ul>

In table 5 below, we deal with competences packages as “learning outcomes”, which will be used to structure the assessment process for the Social Seducement game. Thus, here on we use the term “learning outcome” to make explicit the combination of learning results related to the several sets of competences from the competence framework. In particular, we specify the competences dealt with by each learning outcome.

Table 5: *Link between learning outcomes (competences packages in table 4) and Competences’ framework (from IO2)*

Nº	Learning outcomes	Connection with the competence portfolio for social economy entrepreneurs
1	Understanding the concept of the social economy	Organization of Social Economy Enterprises
2	Conception of the idea by a group of persons	Individual Competences to smoothline the running of a Social Enterprise
3	Establishing a business plan	Organization of Social Economy Enterprises && Knowledge of the environment of the Social Economy
4	Management (including communication and marketing)	Organisation of Social Economy Enterprises && Individual Competences to smoothline the running of a Social Enterprise
5	Creation of a conductive stakeholder environment	Knowledge of the environment of the Social Economy
6	Evaluation and impact assessment	Organisation of Social Economy Enterprises && Knowledge of the environment of the Social Economy && Individual Competences to smoothline the running of a Social Enterprise
7	Operations	Organisation of Social Economy Enterprises && Knowledge of the environment of the Social Economy && Individual Competences to smoothline the running of a Social Enterprise

**Disclaimer:** The information and views set out in this report are those of the author(s) and do not necessarily reflect the official opinion of the European Union. Neither the European Union institutions and bodies nor any person acting on their behalf may be held responsible for the use which may be made of the information contained therein.

In addition, in order to properly highlight business and social competences, we here summarize how each learning outcome contributes to these aspects (table 6).

Table 6: *Highlighting business and social competences*

n.	Learning outcomes	Brief description – business related competences	Brief description – social related competences
1	Understanding the concept of the social economy	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: <ul style="list-style-type: none"> <li>- Rules and regulations related to tax,</li> <li>- Reporting standards etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Use of benefits</li> <li>- Governance</li> <li>- Involvement of members and other stakeholders into decision-making processes etc.</li> </ul>
2	Conception of the idea by a group of persons	To develop their idea based on a shared vision of the future. This has to be done in a collective way, i.e. together with co-entrepreneurs. Requirements to achieve this are self confidence and mutual trust: <ul style="list-style-type: none"> <li>- Ability to develop abstract ideas into a business idea, through strategic thinking, planning, the capacity to prioritize and goal setting.</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Knowledge of and capacity to apply different methods of participation and dialogue are central, important assets to drive the project forward.</li> </ul>
3	Establishing a business plan	Ability to understand and monitor the business environment to individuate and access financial instruments: <ul style="list-style-type: none"> <li>- Research capacities</li> <li>- Analytical skills,</li> <li>- Capacity to carry out a market analysis or financial analysis,</li> <li>- Prospecting skills,</li> <li>- Editorial skills to make the plan understandable for co-entrepreneurs and workers, to present it in a convincing way to other stakeholders in a partnership.</li> </ul>	<ul style="list-style-type: none"> <li>- To learn from experience (capitalisation process)</li> <li>- To feed changes in market conditions back into the business plan and underlying business model</li> <li>- Communication skills</li> </ul>
4	Management (including communication and marketing)	Management, communication marketing and sale: <ul style="list-style-type: none"> <li>- Knowledge and understanding of the legislative environment and</li> </ul>	<ul style="list-style-type: none"> <li>- Animation capacities and competences linked to internal communication and participatory governance (see group 2)</li> </ul>

**Disclaimer:** The information and views set out in this report are those of the author(s) and do not necessarily reflect the official opinion of the European Union. Neither the European Union institutions and bodies nor any person acting on their behalf may be held responsible for the use which may be made of the information contained therein.

n.	Learning outcomes	Brief description – business related competences	Brief description – social related competences
		administrative requirements, or bookkeeping. - 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 capacity to make a decision (and decide on the right moment).	- Communication skills, including aspects such as knowledge of and ability to use IT instruments (e-marketing etc.).
5	Creation of a conducive stakeholder environment	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.: - Definition of needs of local population. - Establishing different type of cooperation around specific activities. - Contribute to the creation of a (policy) environment supporting the activities of the enterprise.	- Good knowledge of the local context. - Social and interpersonal skills, communication capacities. - Abilities to network and to establish partnerships. - Ability to animate dialogue between different stakeholders.
6	Evaluation and impact assessment	Evaluation of their own activities and internal procedures: - Ability to revise strategies based on the results of such an evaluation and lessons learnt from experience.	- Ability to develop their idea based on a shared vision for the future and to impact it
7	Operations	Day to day running of the enterprise (Customer/Clients, sales, suppliers and retailers, banks, etc.): - Problem solving ability - Management /maintenance of relations - How the enterprise work in terms of implications (what implications different actions or decisions might have on it)	- Social skills - Communication skills

Taking the above tables as the basis for our assessment model, in the next chapter we will present how the game is related to each learning outcome. In addition, we will present:

- The points in the game where an assessment will take place.

- The guidelines to develop the concrete set of quizzes, or alternative evaluation methods.

## 4. Assessment model for the game

In chapter 2, we have presented the storyboard and game levels guiding the learning process to organize knowledge and skills' acquisition through the game. In chapter 3, we have presented the results of the complex work conducted to identify learning outcomes and link them to a key set of competences for future social entrepreneurs, extracted and elaborated from the competence framework defined in IO2 and compliant with EQF. Based on the game structure and on the defined set of learning outcomes, learning results and competences, we hereby present the assessment model for the game, which is based on the learning outcome assessment model.

The programme-level learning outcome assessment will work on the **three defined levels of Knowledge, Skills and Attitudes**. In particular:

- **Skills' assessment** (performed at individual level) will occur: i) through self-evaluation of learners at the beginning and at the end of the game. An online questionnaire is being drafted, that the players will have to complete at the beginning and at the end of the game to be aware of their self-perception and progress thanks to the game. The facilitator will play a key role in supporting comparison for each player between their initial and final set of skills; ii) through automatic tests while the game is played.
- **Attitude (behavior) assessment** will be mainly provided by the facilitator (both at individual and at group level), on the basis of a set of gamification measures being designed.
- **Knowledge Assessment** performed along the game will be structured around several kinds of quizzes, which are presented to be solved individually or in groups, in order to promote both individual commitment, learning by doing and collaborative learning. Correctness of the solutions will be checked automatically.

The rationale for assessing the programme-level learning outcomes is based on the following principles:

- To ensure that players learn the most important skills, ideas, attitudes and values linked to social entrepreneurship.
- To document evidence of players' learning, based on the actual outcomes they have achieved, for accountability purposes.
- To ensure that expectations are communicated clearly to and understood by players.
- To allow you to improve the effectiveness of the programme based on actual players' achievement.
- To showcase the quality of the game based learning programme; and make Social Seducement attractive to prospective players and stakeholders.
- To emphasize the current social entrepreneurship in terms of learning and in terms of practical follow up.

Monitoring both quantitative and qualitative data may enable the organisations using the game as a learning tool to make decisions that lead to improved instruction, stronger curriculum, and more effective and efficient tools about learning outcomes assessment, with the overall goal of improving teaching and learning approaches in the view of a continuous engagement of all the game actors: players, facilitators and organisations.

Another benefit deriving from assessing programme-level learning outcomes concerns the information on accountability-driven decisions, to support players in the practical follow up of the game: from the Business Plan to its implementation in real life scenarios.

Below, some examples of possible quizzes to be included in the assessment framework are displayed:

- Select the correct answer: given a question, definition or term, choose the correct answer from the list offered.
- Relating concepts: given a list of concepts and a list of definition or applications, relate every element in the first list to the correct one in the second list.
- Given a set of features, decide a specific subset, which fits with a given concept.
- “Complete the sentence”, to compose definitions or describe how to run a task in practice in relation to items/stories presented as training material.
- “Build the sentence”: given a set of words, build a sentence with them according to the request.
- Ordering concepts or features according to a set of defined criteria.
- Puzzles: in order to motivate effort from users, fragmented of images are linked to concepts and definitions. If concepts and definitions are linked correctly, an image appears.
- Divide the set of answer between group members: as a strategy of shared learning, every group member has to learn about concepts presented in order to contribute to the final common solution.
- True/false questions
- Classification: given a list of elements, choose the correct group in which they better fit.
- Against the clock: Quizzes where the score obtained depends on how quick the correct answer is provided.

Players will be allowed to go back to decisions taken and – in some cases – revisit their decisions and answers as a group: in some points of the game, a second opportunity to give a correct answer is given to players. This possibility is intended to promote dialogue and knowledge sharing among users in the group, which is a beneficial way of learning collaboratively. This option implies cross-collaboration among different groups of players, in that a group can share with another group its solution and either get feedback (and access to the other group’s solution) or not.

In addition, groups could also be provided with given (pre-defined) solutions to the challenge that they are facing. Such solutions could come from pre-solved situations included in the game or from other groups’ solutions. With this approach we allow learners to see other ways to use concepts that they learn from training material, realize good ideas to be included in their social enterprise and detect bad decisions, which jeopardise the success of their entrepreneurial adventure.

Making reference to the conclusions of section 1.3 (and particularly to the implementation of the ADDIE model in Social Seducement), the step of design of the ADDIE model is being outlined in this section, which will be developed starting from the internal training material included in Part 2 of this report.

With this design of the assessment process we achieve three main goals:

- Check if contents have been learnt.
- Foster motivation and maintain interest of users in the game.
- Give them the reward of realising how they evolve along the game, how they learn and how this learning could turn into a real social economy enterprise, giving them the opportunity to improve their disadvantaged situation.

In order to avoid overloading players, we have identified some points in the game where assessment plays a key role to verify the acquisition of knowledge, skills and behaviours. These key points are explained below:

- Level 3 (Entering headquarter, defining roles), scene 6.2, where a first assessment of social competences will be developed.
- Level 5 (Look at your group: do you have basic features to realize the idea?), scenes 6.2 and 8.1, after having presented some examples of social economy enterprises, where we assess if players understood what a SEE is and is not.
- Level 7.1.1 (value proposition), scene 10.3, to assess the knowledge of players on the meaning of value proposition in the social entrepreneurial thinking.
- Level 7.1.2 (customer segments), scene 10.4, once customer segments can be managed, in order to assess the capacity to define the different customer segments.
- Level 7.1.3 (revenue stream), scene 12, to determine the capacity to distinguish how important are the different customer segments in relation to the whole value proposition of the enterprise.
- Level 7.2.1 (customer relationship), scene 14.4, once information about customers relationships are presented, to assess if users know how to find/select the different customers, the best customers for their social enterprise and products and how to do that.
- Level 7.2.2 (channels to distribute products), scene 14.5, to check if knowledge about how your products reach your customers, how difficult it is and how many resources are needed.
- Level 7.3.1 (key activities), Scene 16.4, where the game evaluates the capacity to describe the whole production process of the social enterprise in terms of activities to be performed.
- Level 7.3.2 (key resources), scene 16.5, where we check if users acquired knowledge about all the resources necessary to be able to realize the productive process.
- Level 7.3.3 (key partners), scene 16.7, where the goal is the knowledge acquired about the partners that the group would need to develop their business and social goals.
- Level 7.4 (costs), scene 17, to evaluate if users are able to recognize every issue from which costs could arise and their features (fixed, variables, initial capital).

- Level 8 (business plan), scene 18.5, with the aim of checking if the group members are able to work together, if the work on the CANVAS helped them to learn to be a group, if they acquired new social competencies and planning competencies.
- Scene 20, when after having played the whole game and acquired the necessary knowledge, skills and attitudes, players have to present their finalized business plan.

In the grids below, we present the assessment points and means of assessment of the game, organized by learning outcome.

n.	Learning outcome	Game level	Assessment point	Means of assessment
1	Understanding the concept of the social economy	3		Along the levels in which this group of competences is trained, clearness of particular characteristics of SEE need to be highlighted in the group decisions. Every particular step will have particular assessments: <ul style="list-style-type: none"> <li>- Choosing SEE ideas against other which are not</li> <li>- Choosing kinds of governance in line with SEE against others which are not</li> <li>- Evaluating how benefits will be distributed, for example, in furniture, or sharing between partners, re-investing to the enterprise, etc. Evaluate social and other business selections<sup>3</sup></li> <li>- Choosing SEE as partners to improve revenues</li> <li>- Choosing proper ways to present services and products and select proper customers in according to products</li> <li>- Finding more activities to social impact</li> </ul>
		5		
		7.1.3		
		7.2.1		
		7.3.1		
		7.3.3		

n.	Learning outcome	Game level	Assessment point	Means of assessment
2	Conception of the idea by a group of persons	3		In level 3, some templates about how to create a SEE are offered to users. Then, assessment will be performed by controlling how many of the templates are reviewed by the group and evaluating discussion arisen from them (in terms of the gamification approach).
		7.1.1		
		7.2.1		When defining who are they and their products, how they interact with customers, and other stakeholders etc. users come from an abstract idea to

<sup>3</sup> In accordance with the storyboard

n.	Learning outcome	Game level	Assessment point	Means of assessment
		7.3.1		<p>the concretion of it. For that reason, it is suitable to check how they proceed in each on these sub-levels in level 7.</p> <p>Additionally, the facilitator could do a revision of, or at least, check of previous stages in order to detect needs of redefinition or modifications to make the ideas coherent.</p>

n.	Learning outcome	Game level	Assessment point	Means of assessment
3	Establishing a business plan	7*		<p>Along level 7, basis for the bussines plan. Thus, assessment in different points of this level needs to be implemented.</p> <p>Knowledge of the contents that every group member has is automatically checked. Additional qualitative evaluation could be periodically performed by the facilitator in order to advice the group for the enterprise to have more probability of success. It means that, for example, one person could know how many kinds of SEE exist but not having chosen the correct one for the idea that they have proposed.</p>

n.	Learning outcome	Game level	Assessment point	Means of assessment
4	Management (including communication and marketing)	1		<p>One of the most important elements in this learning outcome is the set of skills that potential social entrepreneurs could have. Thus, in terms of a gamification approach, assess how much every group member participates:</p> <ul style="list-style-type: none"> <li>- How many times the spokesperson changes.</li> <li>- How many times the idea needs to be re-explained for every spokesperson (communication abilities)</li> </ul>
		3		
		4		
		5		

n.	Learning outcome	Game level	Assessment point	Means of assessment
		7.2.2		<ul style="list-style-type: none"> <li>- Check if every single participant contributes with an idea and present opinions for others'</li> <li>- Check if selecting spokesperson according to abilities.</li> </ul> <p>In several points of the game we will check how these skills and knowledge, which promote them, are being improved.</p>
		7.3.2		
		7.3.3		
		7.4		

n.	Learning outcome	Game level	Assessment point	Means of assessment
5	Creation of a conducive stakeholder environment	4		<p>Since this learning outcome is closely related to local needs and social actors, evaluation will be focused on:</p> <ul style="list-style-type: none"> <li>- Comparing local needs with idea features.</li> <li>- Comparing enterprise interests and local interests.</li> <li>- Selecting proper SEE partners in the local environment.</li> <li>- Checking if local segments selected as customers are the most proper in the local environment through MVP's (Minimum Viable Product) i.e having paying customers is the ultimate test. Presenting customer/-s that creates a revenue stream as well as description of social added value is a objective assessment goal.</li> </ul>
		5		
		7.1.1		
		7.1.2		
		7.1.3		
		7.2.1		
		7.2.2		
		7.3.3		
		7.4		

n.	Learning outcome	Game level	Assessment point	Means of assessment
6	Evaluation and impact assessment	7		Evaluating activities and internal procedures is easier as someone gains experience. For that reason, level 7 will work as the training process to

n.	Learning outcome	Game level	Assessment point	Means of assessment
		8		concrete ideas and learn about features of social economy enterprises as well as enterprises, in general, work. In level 8 we will check this learning outcome, once the group has a complete view of their idea and how it would be implemented. It is also important to check how elements in the development of the idea impacts on local needs.

n.	Learning outcome	Game level	Assessment point	Means of assessment
7	Operations	1		Since it is related to daily management of activities of the enterprise, how they relate to local actors and how they solve problems, we would need to assess how they would proceed in a real situation. It is difficult to do in a training environment, but some knowledge about how to manage some situations, skills to solve them and promotion of attitudes can be done. Thus, we can assess, for example: <ul style="list-style-type: none"> <li>- How many times and how long interventions of every participant are.</li> <li>- How many interventions in discussions in terms of gamification approach.</li> <li>- How they can manage social vs business impact</li> <li>- Selection of customers and their relationships</li> <li>- Management of budget and costs/benefits</li> </ul>
		3		
		4		
		6		
		7		

On the basis of the above analysis, and taking into account the points of interest marked in the previous tables, we have developed a framework to establish the specific quizzes and questions to perform the concrete evaluation and to obtain some kind of mark or score to be able to inform users how well they are positioned against the learning objectives of the game.

Table 7, which presents the assessment framework previously introduced, is divided into three main columns, according to the comprehensive competences study presented in IO2 and included in this report, as part of the chapter 3, section 3.1. That way, the column called *means of assessment* is divided into three sub-columns, in order to assess knowledge, skills and behaviors. Moreover, each of these sub-columns is divided again into compulsory and optional activities. This means that players are obliged to carry out some specific activities (and can choose not to carry out others) and pass related tests in order to go on with the game. The “optional” activities could be done or not in order to enrich knowledge in the group, correct concepts of some of the group members or improve their competences.

Table 7: *The Social Seducement assessment framework*

Learning outcome 1 Understanding the concept of the social economy	Game level	Means of assessment					
		Knowledge		Skills		Behaviours	
		Compulsory	Optional	Compulsory	Optional <sup>4</sup>	Compulsory <sup>5</sup>	Optional
	5 – scene 6.2	(Individual) One multiple – answer question to select the features of SEE. Correct +1, incorrect -0,5 If 60% is obtained, the test is individually passed  (Group) One question to relate every single possible government form with its main features. The group have to discuss and to send a common answer.	(Group) Discussing wrong answers from everyone and giving a common answer. If 60% is obtained, the test is individually passed. Users not passing in the first round, pass with the obtained score.		Present the HQ of other group		
			(Individual)				

<sup>4</sup> Not for automatic evaluation, but for auto-evaluation; Additional to other tests for self-assessment

<sup>5</sup> in terms of gamification metrics, automatically

Learning outcome 1 Understanding the concept of the social economy	Game level	Means of assessment					
		Knowledge		Skills		Behaviours	
		Compulsory	Optional	Compulsory	Optional <sup>4</sup>	Compulsory <sup>5</sup>	Optional
		The test will be passed when every governance form is correctly assigned to the definition / features. If more than 3 tries are incorrect, they will have to review additional documentation to better understand the concepts.	Present the ideas of enterprises from different sectors to decide if they are SEE or not. This is an alternative to the previous one in order to clarify ideas. Same kind of assessment. Same criteria to pass. Asking help to other group members could be allowed.				
	7.1.3 – scene 12	(Individual) Select a number of values applicable to the particular sector in which the enterprise is allocated.  (Individual)	(Group) Second round for wrong questions is allowed. Although group members work together, only one of them will complete wrong answers.		Present only one of the sub-levels in 7.1.3 from other group (the one with lowest global score in the group). Options: - Ask for choosing best decisions.		

Learning outcome 1 Understanding the concept of the social economy	Game level	Means of assessment					
		Knowledge		Skills		Behaviours	
		Compulsory	Optional	Compulsory	Optional <sup>4</sup>	Compulsory <sup>5</sup>	Optional
		Select the payment method chosen in their idea  (Individual) One question to select features of every customer segment  (Group) If the group needs initial capital, present a “complete the sentence” activity where they have to select a word or small sentence to complete an affirmation for different kinds of possibilities to find star-up capital.			- Ask for presenting improvements. - Ask for incorporating lessons learnt to their own project.  Only one, two or the three options could be used in every level.		
	7.2.1 –	(Individual) Relate a list of possibilities of	(Individual) Select three local needs which will				

Learning outcome 1 Understanding the concept of the social economy	Game level	Means of assessment					
		Knowledge		Skills		Behaviours	
		Compulsory	Optional	Compulsory	Optional <sup>4</sup>	Compulsory <sup>5</sup>	Optional
	scene 14.4	<p>“advertising” to different kind of customers / customer segments in terms of effectiveness. More than one selection could be allowed</p> <p>(Group) From a list, select the two values which make their enterprise different (related to the idea, sector, etc. It would need to extract responses from previous work – possible?)</p> <p>(Individual) From a list, select the three more effective activities to loyalty politics</p>	<p>be taken by their SEE (it needs a pre-established list of needs and, for every piloting experience, select the most important ones – possible?)</p>				

Learning outcome 1 Understanding the concept of the social economy	Game level	Means of assessment					
		Knowledge		Skills		Behaviours	
		Compulsory	Optional	Compulsory	Optional <sup>4</sup>	Compulsory <sup>5</sup>	Optional
		(maybe depending on the sector)					
	7.3.3 – scene 16.7	<p>(Group) Present 2 questions like this: For a SEE in the sector of “X”, key resources for commercial aims could be: (select 2 of a list of 5, maybe)</p> <p>(Group) “Complete the sentences” activity to link resources to every customer segment</p> <p>(Group) Link 5 resources to specific social needs. More than</p>	More sectors could be checked optionally		<p>Present only one of the sub-levels in 7.3.3 from other group: the one with lowest global score in the group</p> <p>Options:</p> <ul style="list-style-type: none"> <li>- Ask for choosing best decisions</li> <li>- Ask for presenting improvements</li> <li>- Ask for incorporating lessons learnt to their own project</li> </ul> <p>Only one, two or the three options could be used in every level</p>		

Learning outcome 1 Understanding the concept of the social economy	Game level	Means of assessment					
		Knowledge		Skills		Behaviours	
		Compulsory	Optional	Compulsory	Optional <sup>4</sup>	Compulsory <sup>5</sup>	Optional
		one link could be possible?					

Learning outcome 2 Conception of the idea by a group of persons	Game level	Means of assessment					
		Knowledge		Skills		Behaviours	
		Compulsory	Optional	Compulsory	Optional See note 4	Compulsory See note 5	Optional
	3 – scene 6.3	<p>(Group) Given a list of n possible ideas, order them in descending order of social commitment.</p> <p>Several ideas could have the same level of social commitment. Thus, different partial orders would be correct.</p> <p>The group have to order correctly the list in three attempts. Otherwise, the application will explain why they are not correct.</p>			<p>Feedback or non-feedback implementation could be allowed Feedback: send comments to the other group Non-feedback: only internal discussion is performed</p> <p>For every level, this assessment would consist in taking pieces of the work from other groups (anonymized) and give this group the opportunity to learn by:</p> <ul style="list-style-type: none"> <li>- Highlighting good decisions,</li> </ul>	<ul style="list-style-type: none"> <li>- Who is the leader in this level (role)?</li> <li>- Assessment here is for every group member in order to establish how far (or near) to the leader role is (not only for the spokesman)</li> </ul> <p>Need of characterizing every role in order to give patterns to assess behaviours.</p>	

Learning outcome 2 Conception of the idea by a group of persons	Game level	Means of assessment					
		Knowledge		Skills		Behaviours	
		Compulsory	Optional	Compulsory	Optional See note 4	Compulsory See note 5	Optional
					ideas, resources, etc. - Incorporating elements to the own project - Proposing improvements for the other group (this feedback could be send to the other group or not)		
	7.1.1 – scene 10.3				(Group) Starting of the list they have developed, state how every item is developed in the idea and how it affects social local needs		

Learning outcome 2 Conception of the idea by a group of persons	Game level	Means of assessment					
		Knowledge		Skills		Behaviours	
		Compulsory	Optional	Compulsory	Optional See note 4	Compulsory See note 5	Optional
	7.2.1 – scene 14.4		Assessment taken in LO1 in this point is also valid for this LO		Present only one of the sub-levels in 7.2.1 from other group: the one with lowest global score in the group Options: - Ask for choosing best decisions - Ask for presenting improvements - Ask for incorporating lessons learnt to their own project  Only one, two or the three options could be used in every level		

Learning outcome 2 Conception of the idea by a group of persons	Game level	Means of assessment					
		Knowledge		Skills		Behaviours	
		Compulsory	Optional	Compulsory	Optional See note 4	Compulsory See note 5	Optional
	7.3.1 – scene 16.4	First phase: individual From a list of activities, select the activities most related to their idea (value proposition)  Second phase: Share opinions and give a final solution for their particular idea.	(Individual) If a bad score is obtained in 7.2.1, first question, it could be presented here again in order to improve scoring or / and to fix concepts		Assessment taken in LO1 in this point is also valid for this LO		

Learning outcome 3 Establishing a business plan	Game level	Means of assessment						
		Knowledge		Skills		Behaviours		
		Compulsory	Optional	Compulsory	Optional See note 4	Compulsory See note 5	Optional	
	7.1 – in scene 12	Puzzle with concepts / definitions which, once solved, it also makes an image  Depending on the quantity of concepts / contents and how many questions we will have, we could perform one assessment in every level or also in every sub-level			Assessment taken in LO1 in this point is also valid for this LO.  Different sectors and social needs could be presented in order to widen knowledge		(for every level or sub-level where the spokesperson changes) - Who is the leader in this level (role)? - Assessment here is for every group member in order to establish how far (or near) to the leader role is (not only for the spokesman) - Need of characterizing every role in order to give patterns to assess behaviours.	

Learning outcome 3 Establishing a business plan	Game level	Means of assessment					
		Knowledge		Skills		Behaviours	
		Compulsory	Optional	Compulsory	Optional See note 4	Compulsory See note 5	Optional
	7.2 – in scene 15	(Individual) Simulating staff recruitment, a question is presented and different characters answer the question. User / users have to “select” the one who says the correct answer.  Number of questions depending on contents presented.	(Group) From the final set of “solutions” in every question, group members have to select the best one (the correct answer)		Assessment taken in LO1 in this point is also valid for this LO.  Different sectors and social needs could be presented in order to widen knowledge	-	
	7.3 – scene 16.7	(individual / group) Against the clock: every single group member has to answer a set of questions, but scoring depends on how fast he and their	Two phases: 1-Discussion in group about correct answers.  2-Against the clock: Answer from other group member is given		Assessment taken in LO1 in this point is also valid for this LO.  Different sectors and social needs could be presented in	-	

Learning outcome 3 Establishing a business plan	Game level	Means of assessment					
		Knowledge		Skills		Behaviours	
		Compulsory	Optional	Compulsory	Optional See note 4	Compulsory See note 5	Optional
		group partners finish.	to the every user in order to check answers. If a user corrects other's answer, his scoring increases.		order to widen knowledge		
	7.4 – scene 17	(Individual) Given two lists of concepts, relate costs with activities  Number of items In the list will depend on the quantity of areas / sectors we manage (I guess).				-	

Learning outcome 4 Management (including communication and marketing)	Game level	Means of assessment					
		Knowledge		Skills		Behaviours	
		Compulsory	Optional	Compulsory	Optional See note 4	Compulsory See note 5	Optional
	3 / 5 – scene 6.2			First assessment of social competencies in relation to the group and game interaction. Here, auto-assessment of different aspects, such as: respect opinions, participation in debates or discussions, confidence, detecting and solving errors, sharing responsibilities, technological skills, game usage or e-learning, for example.		- Who is the leader in this level (role)? - Assessment here is for every group member in order to establish how far (or near) to the leader role is (not only for the spokesman) Need of characterizing every role in order to give patterns to assess behaviours.	

Learning outcome 4 Management (including communication and marketing)	Game level	Means of assessment					
		Knowledge		Skills		Behaviours	
		Compulsory	Optional	Compulsory	Optional See note 4	Compulsory See note 5	Optional
	7.2.2 – scene 14.5	(Individual) For a group of customers (types of), choose the best way to distribute goods.					
	7.3.2 – scene 16.5		Given an example of a SEE and a set of resources, select the ones with wider social impact  For the same SEE, select the resources which have to be found outside				
	7.3.3 – scene 16.7	(Group) For a given SEE and the description of the members, select the roles with which they fit and describe the ones			(Group) From the roles selected in the knowledge assessment, select the one which better fits		

Learning outcome 4 Management (including communication and marketing)	Game level	Means of assessment					
		Knowledge		Skills		Behaviours	
		Compulsory	Optional	Compulsory	Optional See note 4	Compulsory See note 5	Optional
		remaining: from a list, select features that they would need to success.			every of the group members.		

Learning outcome 5 Creation of a conductive stakeholder environment	Game level	Means of assessment					
		Knowledge		Skills		Behaviours	
		Compulsory	Optional	Compulsory	Optional See note 4	Compulsory See note 5	Optional
	5 – scene 6.2	(Group) Present the set of roles arose from their strengths and give them the opportunity to relate every role to kinds of activities					
	7.1.1 – scene 10.3	(Group) Players are asked to build a sentence defining what value proposition is. Two or three correct options are allowed, each of them with different score, according to the completeness of the definition.	(Individual) Each of the group members has to choose one possible value proposition for a concrete idea in a concrete local situation.				

Learning outcome 5 Creation of a conductive stakeholder environment	Game level	Means of assessment					
		Knowledge		Skills		Behaviours	
		Compulsory	Optional	Compulsory	Optional See note 4	Compulsory See note 5	Optional
	7.1.2 – scene 10.4		(Group) From the set of customer segment, and given one enterprise sector, choose two customer segments which better fit with that enterprise.		(Individual) Giving a set of characters, classify them into the correct segment of a giving set.		
	7.2.2 – scene 14.5				Given a set of products to be delivered to specific customers (taking into account segments) in specific locations, decide the best way to deliver them.		

Learning outcome 6 Evaluation and impact assessment	Game level	Means of assessment						
		Knowledge		Skills		Behaviours		
		Compulsory	Optional	Compulsory	Optional (See note 4)	Compulsory (see note 5)	Optional	
	8.1 – scene 18.4	(Group) A set of n questions has to be answered, but every single one will be presented to a group member. That way, all of them need to know about budget.			Assessment taken in LO1 in this point is also valid for this LO.  Different sectors and social needs could be presented in order to widen knowledge		- Who is the leader in this level (role)? - Assessment here is for every group member in order to establish how far (or near) to the leader role is (not only for the spokesman) Need of characterizing every role in order to give patterns to assess behaviours.	

Learning outcome 6 Evaluation and impact assessment	Game level	Means of assessment					
		Knowledge		Skills		Behaviours	
		Compulsory	Optional	Compulsory	Optional (See note 4)	Compulsory (see note 5)	Optional
	8.2 – scene 18.2		(Groups) (Assuming different risks apply to different sectors or kinds of enterprise) Given a enterprise (real, ideally) select the three most important risk it assumes			-	
	8.3 – scene 18.3		(Individual) A set of True/False questions where several rules about implementation are presented.			-	

Learning outcome 7 Operations	Game level	Means of assessment					
		Knowledge		Skills		Behaviours	
		Compulsory	Optional	Compulsory	Optional See note 4	Compulsory See note 5	Optional
	7.1.2 – scene 10.4				(Individual) Introducing time registration in the activity of learning package 5 in order to measure the ability and quick of players. That also included motivation.  (Group) Second round to agree the final answer.		
	7.3.1 – scene 16.4	(Group) From a list of activities, select the ones related to social impact. The same template is used in different points by presenting different sets of activities every time (different correct answers	(Individual) If a bad score is obtained in 7.2.1, first question, it could be presented here again in order to improve scoring or / and to fix concepts		Present only one of the sub-levels in 7.3.1 from other group: the one with lowest global score in the group Options: - Ask for choosing best decisions		

Learning outcome 7 Operations	Game level	Means of assessment					
		Knowledge		Skills		Behaviours	
		Compulsory	Optional	Compulsory	Optional See note 4	Compulsory See note 5	Optional
		will be needed, of course)			<ul style="list-style-type: none"> <li>- Ask for presenting improvements</li> <li>- Ask for incorporating lessons learnt to their own project</li> </ul> Only one, two or the three options could be used in every level.		
	7.4 – scene 17	(Group) Given a list of elements, classify their costs into fixed, variables, mandatory, optional, remains, etc.			(Group) Given a budget for some issue, a problem arises and some money is needed to solve it. The group have to decide how to face this problem and where find the needed money in their budget.		

In the framework proposed above, each learning outcome is considered a part of the learning process and corresponds to one or more levels of the game. In each level of the game, users will discover specific resources, once they level up from the previous level. In order to level up, users have to obtain a minimum score in the assessment, which is a combination of knowledge, skills and behaviours. Since these are automatic assessments, the system will check if this score is reached and automatically unlock the next level to which they can move. Optional assessments can also be performed in order to improve the score (it could need to review additional training material, learn from others in activities where SEE from other groups are checked, etc.). If needed, the facilitator could also propose questions to make the users reflect about a topic.

## References

- Arnab, S., Lim, T., Carvalho, M. B., Bellotti, F., de Freitas, S., Louchart, S., Suttie, N. Berta, R., de Gloria, A. (2015) "Mapping learning and game mechanics for serious game analysis". *British Journal of Educational Technology* 46(2), pp. 391 – 411.
- Belloch, C. "Diseño instruccional". Unidad de Tecnología Educativa de la Universidad de Valencia (España).
- Belloti, F., Berta, R., De Gloria, A., Lavagnino, E., Antonaci, A., Dagnino, F., Ott, M., Romero, M., Usart, M., Mayer, I. S. (2014). "Serious games and the development of an entrepreneurial mindset in higher education engineering students". *Entertainment Computing* 5, pp. 357 – 366.
- Buendía-García, F., García-Martínez, S., Navarrete-Ibañez, E. M., Cervelló-Donderis, M. J. (2014). "An instructional approach for developing serious games". *LNCS 8605*, pp. 337-348.
- Coll, C., Mauri, T., Onrubia, J. (2008). "Los entornos virtuales de aprendizaje basados en el análisis de casos y la resolución de problemas". *Psicología de la educación virtual*. España: Morata.
- Csikszentmihalyi, M. (1975). "Beyond boredom and anxiety". San Francisco: Jossey-Bass.
- Dick, W., Carey, L., Carey, J. O. (2005). "The systematic design of instruction (6<sup>th</sup> edition)". Boston: Pearson.
- Driscoll, M. P. (2000). "Psychology of learning instruction", 2nd edition. Chapter 10, pp. 340 – 372.
- Jeuring, J., van Rooij, R., Pronost, N. (2014). "The 5/10 Method: A Method for Designing Educational Games". *LNCS 8605*, pp. 364 – 369.
- Kiili, K. (2005). "Digital game-based learning: Towards an experiential gaming model". *Internet and Higher Education*, 8(1), 13–24.
- Lukosch, H., van Bussel, R., Meijer, S. A. (2012). "A game design method for learning built on hierarchically structured components". *Proceedings of ICERI2012*, pp. 4586-4591.
- Lukosch, H., van Bussel, R., Meijer, S. A. (2013). "A serious game design combining simulation and sandbox approaches". *LNCS 8264*, pp. 52 – 59.
- Maher, J. H., Ingram, A. L. (1989). "Software Engineering and ISD: Similarities, Complementarities, and Lessons to Share". Annual Meeting of the Association for Educational Communications and Technology, Dallas.
- Mazur, J. M., Meister, J., Hoagland, R. (2014). "Hazard Ridge: A serious gaming intervention for preventing injury to rural farm youth: The economics of prevention: Agricultural injury

costs us all!”. 19<sup>th</sup> International Computer Games Conference, 28<sup>th</sup> – 30<sup>th</sup> July, Kentucky, USA.

Muñoz Carril, P. C. (2011). “Modelos de diseño instruccional utilizados en ambientes telemáticos”. *Revista Digital de Investigación Educativa*.

O’Rourke, M. (2014). “Increasing engagement with vocational education and training: a case study of computer games-based safety training”. *2013 postgraduate research papers: a compendium*, pp. 113 – 133.

Rodríguez-Cerezo, D., Sarasa-Cabezuelo, A., Gómez-Albarrán, M., Sierra, J. L. (2014). “Serious games in tertiary education: A case study concerning the comprehension of basic concepts in computer language implementation courses”. *Computer in Human Behaviours* 3, pp. 558 – 570.

Stuart, A. (2014). “A blended learning approach to safety training: Student experiences of safe work practices and safety culture”. *Safety Science* 62, pp. 409 – 417.

Torrente, J., del Blanco, A., Marchiori, E., Moreno-Ger, P., Fernández-Manjón, B. (2010). “<EAdventure>: introducing Educational games in the learning”. *Proceedings of the 1st IEEE Engineering Conference, Madrid, Spain (2010)*.

Trujillo-Aguilera, F. D., Pozo-Rus, A., Sontorrío-Ruiz, P. J. (2014). “Stepping into a new learning environment: from virtual to personal”. *International Conference on Interactive Collaborative Learning (ICL)*, pp. 836 – 840.

Van Merriënboer, J. J. G., Dijkstra, S. (1997). “The four-component instructional design model for training complex cognitive skills”. Tennyson, R.D., Schott, F., Seel, N. ad Dijkstra, S. (Eds.). *Instructional Design: International Perspectives, Volume 1: Theory, Research, and Models*, pp.427-445. Mahwah, Nueva Jersey: Lawrence Erlbaum.

Van Rooij, R. (2013). “The 5/10 method: a method for designing educational games”. MsC Thesis, Game and Media Technology, Utrecht University.

Weber. S, Funke, S. (2014). “A research and evidence-based entrepreneurship educational education program at Ludwig-Maximilians University (LMU), Munich. *Becoming an entrepreneur*, pp. 177 – 195. Sense Publishers.

## Part 2 – Defining and collecting the supporting training materials

*Authors:*

Renate Goergen, Antonio Zurino (Le Mat)

*Contributors:*

Kerstin Junge, Silvia Francario (TIHR)

Erdmuthe Klaer, Luigi Martignetti (REVES)

Joachim Keim (Coompanion)

Stefania Aceto, Daniel Burgos, Natalia Padilla (UNIR)

## 1. Introduction

Social Seducement aims at providing an on-line training tool for empowering the capacities of people with disadvantages who wish to start and run a social cooperative.

Facilitators will use different support materials that will help to motivate players to an active participation, encouraging to think innovatively and to develop the necessary ideas and skills to enable them to start their own business.

The facilitator must know laws and regulations governing cooperatives or commercial enterprises in the involved countries, must have communication abilities, respect of any opinion, negotiation, empathy, support for each and for all, the ability of enlighten positive aspects of any situation, creativity, personal organization, team working. More important is the intention of being a group, building consensus, working together, achieving results of common benefit.

Facilitators will also help the group to obtain as much information as possible from the relevant sources (e.g. local authorities, local development agencies, etc.) about the existing material and financial possibilities and local resources which could be relevant for the establishment of an enterprise.

The training materials will be focused on the following three components:

- **Knowledge**
- **Skills**
- **Attitude**

**Knowledge** about social entrepreneurship, laws, market, access to grant, budgeting;

**Skills** about management of an enterprise, including relationship with clients and with the community; **Attitude** to develop an inclusive enterprise for the members, the clients and the local and global community.

Part 2 of the report deals with the training material associated with the learning path of the game (IO3-A2). It addresses the two audiences of the game:

- The facilitators (or game masters) who will accompany the players throughout the game in order to support their learning and help them facing and overcoming difficult situations. The training material provided here for facilitators is designed to offer them tools with which to support players in their playing and learning and to develop their attitudes.
- The players of the game, expected to develop key skills in order to be able to set up and manage a collective social enterprise. The training material for players included in this document therefore relates to the knowledge, skills and competencies they are expected to acquire when playing the game.

The training material included here includes a mix of original material produced by the consortium and links to external resources considered useful. Whereas the training material developed for facilitators has been authored by the partnership, the learning material addressing players has been retrieved by the consortium mostly through web search or concerning to the stories by drawing them from partners' own resources.

## 2. Training resources for the players

The players, helped by the facilitator, will be able to access important and useful information for the definition of the business idea. The information comes from local and national authorities, development agencies, from the Internet and will be crucial for the understanding of all the details in order to decide how to develop the enterprise.

The training resources for the players have been divided in two main groups:

- External training material (links to available material in the field of social economy, social enterprises, social collective enterprises, business model canvas etc)
- Internal resources: stories emerging from the interviews to real social entrepreneurs adapted from the interviews carried out in the frame of IO2, adapted to the needs of the game in terms of supporting the achievement of specific learning outcomes within the game.

### 2.1 External training material

The collection of External resources is an ongoing action. The sources are becoming richer the more we deepen the different learning and game levels. All the partners are working on it in order to provide general material and in addition country specific resources.

We also would like to keep the external resource library as an open source where additional material maybe continuously added.

Below we provide a list of possible external resources (including also local resources needed for the implementation of the piloting at local level).

Table 2: *External training material*

Learning outcome	Typology of training material	Language/co untry	Links
Understanding the concept of a social economy	General description of social economy	ES/Spain	<a href="https://es.wikipedia.org/wiki/Econom%C3%ADa_social_en_Espa%C3%BAa">https://es.wikipedia.org/wiki/Econom%C3%ADa_social_en_Espa%C3%BAa</a> <a href="http://www.cepes.es/social/econ_social_que_es">http://www.cepes.es/social/econ_social_que_es</a>
		FR/BE	Videos: <ul style="list-style-type: none"> <li>- IMPULCERA: <a href="#">11 video-examples of social economy enterprises in Belgium (FR)</a></li> <li>- Sociale Economie Vlaanderen: <a href="#">Wegwijs in sociaal ondernemen (NL)</a></li> </ul> Text material/links: <ul style="list-style-type: none"> <li>- More information on the Social Economy in Wallonia/Brussels-Capital region (FR): <a href="http://www.saw-b.be">www.saw-b.be</a> <a href="http://www.concertes.be">www.concertes.be</a> <a href="http://econosoc.be">http://econosoc.be</a></li> <li>- Links to more information on the social economy in Vlanders: <a href="http://www.socialeconomie.be">www.socialeconomie.be</a></li> </ul>
		IT/Italy	<ul style="list-style-type: none"> <li>- "Glossario dell'economia sociale" (social economy glossary) by Emilia Romagna region and Consorzio Fare Comunità. It's a <b>PDF file</b>, download available at <a href="http://sociale.regione.emilia-romagna.it/documentazione/pubblicazioni/prodotti-editoriali/glossario-dell2019economia-sociale">http://sociale.regione.emilia-romagna.it/documentazione/pubblicazioni/prodotti-editoriali/glossario-dell2019economia-sociale</a></li> <li>- <a href="http://www.challengingthecrisis.com/it/sociale-e-solidarieta-ecomony/">http://www.challengingthecrisis.com/it/sociale-e-solidarieta-ecomony/</a> "Economia sociale e solidale" <b>web page</b> from a european project called "Sfidare la crisi"</li> </ul> <a href="http://isfolo.isfol.it/bitstream/handle/123456789/1079/Oss_Borzaga_Carini_Zandonai_3_4_2014.pdf;jsessionid=CC522A6FAA6CC655D8E104AA01B729C0?sequence=1">http://isfolo.isfol.it/bitstream/handle/123456789/1079/Oss_Borzaga_Carini_Zandonai_3_4_2014.pdf;jsessionid=CC522A6FAA6CC655D8E104AA01B729C0?sequence=1</a> <b>Pdf file.</b> Carlo Borzaga, Chiara Carini, Flaviano Zandonai, "La rilevanza dell'economia sociale in Italia", "Osservatorio Isfol", IV (2014), n. 3-4, pp. 59-79

Learning outcome	Typology of training material	Language/co untry	Links
			<p>- <a href="http://www.cooperazione.net/">http://www.cooperazione.net/</a>  <b>Web site</b> of "Centro di documentazione sulla cooperazione e l'economia sociale"</p> <p>- <a href="http://irisnetwork.it/wp-content/uploads/2015/06/colloquio15-bulsei.pdf">irisnetwork.it/wp-content/uploads/2015/06/colloquio15-bulsei.pdf</a>  <b>PDF file.</b> L'impresa sociale tra scenari globali e reti locali. Iris Network.</p> <p>- <a href="http://www.euricse.eu/it/">http://www.euricse.eu/it/</a>  <b>Website</b> of Istituto europeo di ricerca sull'impresa cooperativa e sociale.</p>
		SE/Sweden	<p>What is a Workintegrated Social Enterprise? Website from Sofisam  <a href="http://www.sofisam.se/vad-ar-sociala-foretag.html">http://www.sofisam.se/vad-ar-sociala-foretag.html</a></p> <p>Center for Social Entrepreneurship  <a href="http://cses.se">http://cses.se</a> (has brief version in English)          Social Entrepreneurship Forum  <a href="http://se-forum.se">http://se-forum.se</a> (in English)</p> <p><a href="https://sv.wikipedia.org/wiki/Arbetsintegrerande_sociala_f%C3%B6retag">https://sv.wikipedia.org/wiki/Arbetsintegrerande_sociala_f%C3%B6retag</a></p>
		UK	<p><a href="http://www.socialenterprise.org.uk/about/about-social-enterprise">http://www.socialenterprise.org.uk/about/about-social-enterprise</a>  <a href="http://wikipreneurship.eu/images/a/a6/Infrastructure_of_SE_in_UK.pdf?PHPSESSID=2cdcd5d5cf62bda3a98d7479e0616747">http://wikipreneurship.eu/images/a/a6/Infrastructure_of_SE_in_UK.pdf?PHPSESSID=2cdcd5d5cf62bda3a98d7479e0616747</a>  <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/205291/Social_Enterprises_Market_Trends_-_report_v1.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/205291/Social_Enterprises_Market_Trends_-_report_v1.pdf</a></p>

Learning outcome	Typology of training material	Language/co untry	Links
		EN/any country	<p>- <a href="http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/---coop/documents/publication/wcms_175515.pdf">http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/---coop/documents/publication/wcms_175515.pdf</a> It's a <b>PDF file</b> from ILO (International Labour Organization) about their approach to social economy, their supporting, an example in South Africa;</p> <p>- <a href="http://ec.europa.eu/growth/sectors/social-economy/index_en.htm">http://ec.europa.eu/growth/sectors/social-economy/index_en.htm</a> "Social Economy in the EU" from the <b>web site</b> of European Commission;</p> <p>- <a href="http://www.convergences.org/assets/uploads/Comparing-social-economy-definitions.pdf">http://www.convergences.org/assets/uploads/Comparing-social-economy-definitions.pdf</a> <b>PDF file</b> on "Comparing social economy definitions in different countries" from the European Commission;</p> <p><a href="https://www.oecd.org/cfe/leed/130228_Job%20Creation%20through%20the%20Social%20Economy%20and%20Social%20Entrepreneurship_RC_FINALBIS.pdf">https://www.oecd.org/cfe/leed/130228_Job%20Creation%20through%20the%20Social%20Economy%20and%20Social%20Entrepreneurship_RC_FINALBIS.pdf</a> <b>PDF file.</b> "Job creation through the social economy and social entrepreneurship" from OECD</p> <p><a href="http://emes.net/content/uploads/publications/Defourny.Develtere_SE_NorthSouth_Chap1_EN.pdf">http://emes.net/content/uploads/publications/Defourny.Develtere_SE_NorthSouth_Chap1_EN.pdf</a> <b>PDF file.</b> "The Social Economy: the worldwide making of a third sector" from University of Liège</p> <p><a href="https://www.youtube.com/watch?v=dTiOndlACa4">https://www.youtube.com/watch?v=dTiOndlACa4</a> Video on "Visual thinking: What is a social enterprise"(Fondazione ACRA)</p> <p>Study of the European Economic and Social Committee <a href="#">The Social Economy in the European Union</a></p> <p>Jacques Defourny et al. <a href="#">The Social Economy – The Worldwide Making of a Third Sector</a></p>
	<b>Typology of social economy enterprises</b>	ES/ Spain	<p>Cooperativas: <a href="http://www.cepes.es/social/entidades_cooperativas">http://www.cepes.es/social/entidades_cooperativas</a></p> <p>Sociedades laborales: <a href="http://www.cepes.es/social/entidades_sociedades_laborables">http://www.cepes.es/social/entidades_sociedades_laborables</a></p> <p>Mutualidades: <a href="http://www.cepes.es/social/entidades_mutualidades">http://www.cepes.es/social/entidades_mutualidades</a></p> <p>Empresas de insercion <a href="http://www.cepes.es/social/entidades_empresas_insercion">http://www.cepes.es/social/entidades_empresas_insercion</a></p> <p>Cofradias de pescadores</p>

Learning outcome	Typology of training material	Language/co untry	Links
			<a href="http://www.cepes.es/social/entidades_cofradias_pescadores">http://www.cepes.es/social/entidades_cofradias_pescadores</a> Centros especiales de empleo <a href="http://www.cepes.es/social/entidades_centros_empleo">http://www.cepes.es/social/entidades_centros_empleo</a>
		FR/BE	Text on Wallonia/Brussels: - <a href="#">ConcertES/Observatoire de l'économie sociale: Etat des lieux de l'économie sociale en 2014 (Wallonie et Région de Bruxelles-Capitale)</a> Video on Flanders : - Sociale Economie Vlaanderen: <a href="#">Wegwijs in sociaal ondernemen (NL)</a>
		SE/Sweden	Short descriptions of different types of Social Enterprises <a href="https://www.verksamt.se/fundera/socialt-foretagande">https://www.verksamt.se/fundera/socialt-foretagande</a> in Swedish
		IT/Italy	- <a href="http://www.diritto.it/articoli/civile/visconti2.html">http://www.diritto.it/articoli/civile/visconti2.html</a> <b>Website.</b> Italian legislation on no profit enterprises. - <a href="http://serviziavvioimpresa.it/settori/senzalucro/tipologie.pdf">http://serviziavvioimpresa.it/settori/senzalucro/tipologie.pdf</a> <b>Pdf file.</b> Typologies of no profit enterprises.
		UK	<a href="https://www.gov.uk/employee-ownership">https://www.gov.uk/employee-ownership</a> <a href="http://www.local.gov.uk/c/document_library/get_file?uuid=c75372ac-498d-4894-b4df-87fd63ee895f&amp;groupId=10180">http://www.local.gov.uk/c/document_library/get_file?uuid=c75372ac-498d-4894-b4df-87fd63ee895f&amp;groupId=10180</a>
	<b>Legislation</b>	ES/Spain	<a href="http://www.cepes.es/documentacion/426">http://www.cepes.es/documentacion/426</a>
		Législation (FR)/Regelgeving and beleid (NL)	<a href="#">site web SAW-B (FR)</a> and <a href="#">IN-C (NL)</a>

Learning outcome	Typology of training material	Language/co untry	Links
		IT/Italy	<p><a href="https://www.google.it/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=9&amp;cad=rja&amp;uact=8&amp;ved=0ahUKEwjf8dPs3PfMAhVEORoKHegvDrIQFghMMAg&amp;url=http%3A%2F%2Fwww.cnel.it%2FCnel%2Fview_groups%2Fdownload%3Ffile_path%3D%2Fshadow_documento_attachment%2Ffile_allegatos%2F000%2F010%2F170%2FCNEL_20NONPROFIT.pdf&amp;usq=AFQjCNGRrVYYbSt0V5qasrd9VRJdW_jHsw&amp;sig2=eDx47ewqitO-6ozlq59i8g&amp;bvm=bv.122852650.d.d2s">https://www.google.it/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=9&amp;cad=rja&amp;uact=8&amp;ved=0ahUKEwjf8dPs3PfMAhVEORoKHegvDrIQFghMMAg&amp;url=http%3A%2F%2Fwww.cnel.it%2FCnel%2Fview_groups%2Fdownload%3Ffile_path%3D%2Fshadow_documento_attachment%2Ffile_allegatos%2F000%2F010%2F170%2FCNEL_20NONPROFIT.pdf&amp;usq=AFQjCNGRrVYYbSt0V5qasrd9VRJdW_jHsw&amp;sig2=eDx47ewqitO-6ozlq59i8g&amp;bvm=bv.122852650.d.d2s</a>  <b>PDF file.</b> "Primo rapporto CNEL/Istat sull'impresa sociale"</p> <p>- <a href="http://www.camera.it/parlam/leggi/deleghe/06155dl.htm">http://www.camera.it/parlam/leggi/deleghe/06155dl.htm</a> Law on Italian Impresa Sociale. <b>Webpage.</b></p> <p>- <a href="http://www.unife.it/studenti/tirocini-placement/tpl-tirocini-post-laurea/normativa/l-381-91.pdf">http://www.unife.it/studenti/tirocini-placement/tpl-tirocini-post-laurea/normativa/l-381-91.pdf</a> Law on Cooperative Sociali (social cooperatives) 381/91 <b>PDF file</b></p> <p>- <a href="http://www.tuttocamere.it/files/dirsoc/Impresa_Sociale.pdf">http://www.tuttocamere.it/files/dirsoc/Impresa_Sociale.pdf</a> Italian Law on Impresa sociale and its objectives. <b>PDF file</b></p>
		UK	<p><a href="https://www.gov.uk/business-legal-structures">https://www.gov.uk/business-legal-structures</a>  <a href="https://www.gov.uk/set-up-a-social-enterprise">https://www.gov.uk/set-up-a-social-enterprise</a></p>
	<b>Videos about social economy</b>	IT/Italy	<p>- <a href="https://www.youtube.com/watch?v=QotgTt5Gd-k">https://www.youtube.com/watch?v=QotgTt5Gd-k</a> <b>video</b> "The social way: l'impresa sociale come modello di sviluppo per tutti" by CGM.</p> <p><a href="https://www.youtube.com/watch?v=OHS4Qj5oCpQ&amp;list=PL6639E0616FC70414&amp;index=32">https://www.youtube.com/watch?v=OHS4Qj5oCpQ&amp;list=PL6639E0616FC70414&amp;index=32</a>  Official <b>Video</b> "International year of cooperatives"</p> <p><a href="https://www.youtube.com/watch?v=sNnGe_JDItE">https://www.youtube.com/watch?v=sNnGe_JDItE</a>  It's a short <b>cartoon video</b> explaining social economy</p>
		FR (BE)	<p>- Chantier de l'Economie Sociale: Video about the social economy  <a href="https://www.youtube.com/watch?v=fisXevC4M58">https://www.youtube.com/watch?v=fisXevC4M58</a></p>

Learning outcome	Typology of training material	Language/country	Links
			- UP Group: <a href="#">Tu connais l'économie sociale et solidaire (ESS) ?</a>
		EN (all countries)	<ul style="list-style-type: none"> <li>- Chantier de l'Economie Sociale: Video about the social economy <a href="https://www.youtube.com/watch?v=fisXevC4M58">https://www.youtube.com/watch?v=fisXevC4M58</a></li> <li>- CICOPA <a href="#">Together: how cooperatives show resilience to the crisis</a></li> <li>- CICOPA <a href="#">working together for a cooperative future (cooperatives created by youngsters):</a></li> <li>- Sheffield Student Housing Co-operative: Video about a student housing cooperative in Sheffield <a href="https://www.youtube.com/watch?v=0Sq3nCxtV7k">https://www.youtube.com/watch?v=0Sq3nCxtV7k</a></li> </ul>
<b>Conception of the idea by a group of persons</b>	<b>Guide for entrepreneurs on the constitution of social economy enterprises</b>	ES/Spain	<a href="http://www.cepes.es/documentacion/345">http://www.cepes.es/documentacion/345</a> - download "Guia para emprendedores en economia social Universisad de Murcia"
		IT/Italy	<ul style="list-style-type: none"> <li>- <a href="http://www.forumterzosettore.it/tag/economia-sociale/">http://www.forumterzosettore.it/tag/economia-sociale/</a> <b>Web site</b> of "Forum del Terzo Settore". Here it's possible to find many info about constitution of social enterprise</li> <li><a href="http://docplayer.it/25585-Un-modo-diverso-di-fare-impresa-guida-alla-creazione-dell-impresa-sociale.html">http://docplayer.it/25585-Un-modo-diverso-di-fare-impresa-guida-alla-creazione-dell-impresa-sociale.html</a> <b>Website</b> from Camera Commercio Mantova "Guida alla creazione dell'impresa sociale"</li> <li><a href="http://www.socialidarity.it/110-start-up/505-aprire-unimpresa-sociale-secondo-il-ministero-del-lavoro">http://www.socialidarity.it/110-start-up/505-aprire-unimpresa-sociale-secondo-il-ministero-del-lavoro</a> <b>Webpage</b> "Aprire un'impresa sociale secondo il ministero del lavoro" (To create a social enterprise)</li> </ul>
	<b>Factsheet: how to create a cooperative</b>	ES/Spain	<a href="http://www.cepes.es/documentacion/345">http://www.cepes.es/documentacion/345</a> download "Como crear cooperativas" FAECTA

Learning outcome	Typology of training material	Language/co untry	Links
	<b>Guide for the creation of a cooperative</b>	ES/Spain	<a href="http://www.cepes.es/documentacion/345">http://www.cepes.es/documentacion/345</a> download (page 2) the Guia para la creacion cooperativas COCETA” NOTE: this guide covers aspects related to conception, creation and management so it can be used also for learning outcomes related to business planning, communication and marketing.  <a href="https://confecovaesocial.files.wordpress.com/2015/03/manual-de-constitucic3b3n-y-funcionamiento-de-las-cooperativas-valencianas.pdf">https://confecovaesocial.files.wordpress.com/2015/03/manual-de-constitucic3b3n-y-funcionamiento-de-las-cooperativas-valencianas.pdf</a> note: this guide contains a chapter specific on the valencia area, all other parts seem general and related to the establishment and closure of a cooperative.
		UK	<a href="https://www.gov.uk/set-up-a-social-enterprise">https://www.gov.uk/set-up-a-social-enterprise</a>
<b>Establishing a business plan</b>	<b>Guide for the drafting of the business plan by COCETA</b>	ES/Spain	<a href="http://www.cepes.es/documentacion/345">http://www.cepes.es/documentacion/345</a> download “”Guia para la elaboracion del plan de empresa COCETA” and “Memoria de actividad empresarial COCETA”.
	<b>Business planning development toolkit (Canada, in EN)</b>  <b>A business planning guide to develop a social enterprise (UK; in EN)</b>  <b>Business plan writer (needs registration, provides a step by step support in the writing of</b>	EN/all countries	<ul style="list-style-type: none"> <li>• <a href="http://www.socialenterprisecanada.ca/en/toolkits/devtoolkit/nav/Introduction.html">http://www.socialenterprisecanada.ca/en/toolkits/devtoolkit/nav/Introduction.html</a></li> <li>• <a href="http://www.forthsectordevelopment.org.uk/documents/New_BusPlanGuide.pdf">http://www.forthsectordevelopment.org.uk/documents/New_BusPlanGuide.pdf</a></li> <li>• <a href="http://www.futurpreneur.ca/en/resources/start-up-business-planning/tips-tools/business-plan-writer/">http://www.futurpreneur.ca/en/resources/start-up-business-planning/tips-tools/business-plan-writer/</a></li> </ul> <a href="http://www.futurpreneur.ca/en/resources/social-purpose-business/business-plan-examples/social-purpose-business-example-business-plan/">http://www.futurpreneur.ca/en/resources/social-purpose-business/business-plan-examples/social-purpose-business-example-business-plan/</a> (click on download bottom to get the example also provided below- in case we like it we need to check terms of use)

Learning outcome	Typology of training material	Language/co untry	Links
	the business plan (futurepreneur, Canada)		
	Guide for drafting the business plan	IT/Italy	<ul style="list-style-type: none"> <li>- <a href="http://wall.rettorato.unito.it/incubatore/Seminari/Guida_Business_Plan.pdf">http://wall.rettorato.unito.it/incubatore/Seminari/Guida_Business_Plan.pdf</a> Pdf file</li> <li>- <a href="http://www.fondazionecariplo.it/static/upload/soc/social-business-plan.pdf">http://www.fondazionecariplo.it/static/upload/soc/social-business-plan.pdf</a> Pdf file</li> <li>- <a href="http://www.farecooperativa.it/images/cke/files/Business%20plan%20Cappi_Mo.pdf">http://www.farecooperativa.it/images/cke/files/Business%20plan%20Cappi_Mo.pdf</a> Pdf file</li> <li>- <a href="http://docplayer.it/567340-II-social-business-plan.html">http://docplayer.it/567340-II-social-business-plan.html</a> webpage "Social business plan" by SDA Bocconi School of management</li> </ul>
	Examples of business plan of social enterprises	IT/Italy	<ul style="list-style-type: none"> <li>- <a href="https://www.youtube.com/watch?v=-nrX_NbFmA0">https://www.youtube.com/watch?v=-nrX_NbFmA0</a> Video on project called "Misura per misura" by Iris Network</li> <li>- <a href="http://gsvc.it/wp-content/uploads/2013/10/business_plan_contrada-degli-artigiani1.pdf">http://gsvc.it/wp-content/uploads/2013/10/business_plan_contrada-degli-artigiani1.pdf</a> Pdf file. Business plan of the project called "Contrada degli artisti" (Italy)</li> <li>- <a href="http://www.bellissimaterra.it/wp-content/uploads/2014/10/Business-plan.pdf">http://www.bellissimaterra.it/wp-content/uploads/2014/10/Business-plan.pdf</a> Pdf file. Business plan of the project called "Bellissima terra" (Verona, Italy)</li> </ul>
		UK	<a href="http://www.forthsectordevelopment.org.uk/documents/New_BusPlanGuide.pdf">http://www.forthsectordevelopment.org.uk/documents/New_BusPlanGuide.pdf</a>  <a href="https://www.princes-trust.org.uk/help-for-young-people/tools-resources/business-tools/business-plans?gclid=CILT-KbOIs0CFdTnGwodj6sFrQ">https://www.princes-trust.org.uk/help-for-young-people/tools-resources/business-tools/business-plans?gclid=CILT-KbOIs0CFdTnGwodj6sFrQ</a>  <a href="https://unltd.org.uk/portfolio/2-4-business-planning/">https://unltd.org.uk/portfolio/2-4-business-planning/</a>

Learning outcome	Typology of training material	Language/country	Links
	Example of a social business plan - Guia para hacer tu plan de negocios	ES/Spain	<a href="https://www.entrepreneur.com/article/268780">https://www.entrepreneur.com/article/268780</a>
	Business model canvas	IT/Italy	- <a href="http://www.businessmodelcanvas.it/bmc/scarica-gli-strumenti.html">http://www.businessmodelcanvas.it/bmc/scarica-gli-strumenti.html</a> Here it's possible to download the Italian version of the Business Model Canvas. There's also a 3D version. - <a href="https://www.youtube.com/watch?v=C5fcKFUDWik">https://www.youtube.com/watch?v=C5fcKFUDWik</a> and <a href="https://www.youtube.com/watch?v=UpTCIntw5N0">https://www.youtube.com/watch?v=UpTCIntw5N0</a> two <b>Videos</b> on the explanation of the Canvas Model
	Business model canvas explained in Spanish	ES/Spain	<a href="http://www.emprendedores.es/gestion/modelo-3">http://www.emprendedores.es/gestion/modelo-3</a>
		SE/Sweden/ Any Country	Business Pmodel Canvas explained in short Video <a href="https://youtu.be/QoAOzMTLP5s">https://youtu.be/QoAOzMTLP5s</a> Description on how to use BMC when designing Social Enterprise and taking impact into consideration. <a href="http://knode.com.au/wp-content/uploads/Knode_BusModCanv4SocEntDesign_E1LR_30p.pdf">http://knode.com.au/wp-content/uploads/Knode_BusModCanv4SocEntDesign_E1LR_30p.pdf</a>
			- <a href="#">ESSEC: Business Plan Social</a> (FR) - TUZZit: <a href="#">Social Business Model Canvas</a> (FR/EN)
<b>Management incl communication and marketing</b>		IT/Italy	- <a href="http://www.impresasensibile.cna.it/DiversityManagement.pdf">http://www.impresasensibile.cna.it/DiversityManagement.pdf</a> <b>O3-draft report_v3.docx Pdf file.</b> "La sensibilità delle imprese ed il Diversity Management" by CNA Italy. (The inclusive capacity of the enterprises)  - <a href="http://www.academia.edu/4840134/Dallimpresa_sociale_allimpresa_dellinclusionel">http://www.academia.edu/4840134/Dallimpresa_sociale_allimpresa_dellinclusionel</a> <b>O3-draft report_v3.docx webpage</b> "Dall'impresa sociale all'impresa dell'inclusione" (from social enterprise to inclusive enterprise)  - <a href="http://www.projet-courage.it/wp-content/uploads/2015/06/Dispense-Courage_4.pdf">http://www.projet-courage.it/wp-content/uploads/2015/06/Dispense-Courage_4.pdf</a> <b>O3-draft report_v3.docx Pdf file</b> "Il marketing dell'impresa sociale" (the marketing of social enterprise)

Learning outcome	Typology of training material	Language/co untry	Links
			<ul style="list-style-type: none"> <li>- <a href="https://www.youtube.com/watch?v=QraVMIAzcg">https://www.youtube.com/watch?v=QraVMIAzcg</a> <b>video</b> "Heritage marketing - Costruire il patrimonio culturale d'impresa". Lo storytelling.</li> <li>- <a href="https://www.youtube.com/watch?v=bctXZdVGuDI">https://www.youtube.com/watch?v=bctXZdVGuDI</a> <b>Video</b> on storytelling by Le Mat</li> </ul>
		UK	<a href="http://www.theguardian.com/social-enterprise-network/2014/mar/24/entrepreneur-motivation-how-to-manage-matching-donations">http://www.theguardian.com/social-enterprise-network/2014/mar/24/entrepreneur-motivation-how-to-manage-matching-donations</a>  <a href="http://seeahead.co.uk/wp-content/uploads/2015/01/Managing-a-social-enterprise.pdf">http://seeahead.co.uk/wp-content/uploads/2015/01/Managing-a-social-enterprise.pdf</a>  <a href="http://oro.open.ac.uk/21995/2/Meadows_%26_Pike.pdf">http://oro.open.ac.uk/21995/2/Meadows_%26_Pike.pdf</a>
<b>Creation of a conducive stakeholders environment</b>	/	IT/Italy	<a href="http://www.progettisociali.it/uploads/File/Documenti%20Progetti%20Sociali/Impresa%20sociale/Stakeholder.pdf">http://www.progettisociali.it/uploads/File/Documenti%20Progetti%20Sociali/Impresa%20sociale/Stakeholder.pdf</a> <b>IO3-draft report_v3.docx pdf file</b> "Gli stakeholder dell'impresa sociale: chi sono, come cambiano, come valorizzarne aspettative e interessi"  <ul style="list-style-type: none"> <li>- <a href="http://irisnetwork.it/2007/10/1/E2%80%99impresa-sociale-di-comunita-elementi-definitori-e-criteri-per-il-riconoscimento/IO3-draft-report_v3.docx">http://irisnetwork.it/2007/10/1/E2%80%99impresa-sociale-di-comunita-elementi-definitori-e-criteri-per-il-riconoscimento/IO3-draft-report_v3.docx</a> "Le imprese sociali di comunità"</li> </ul> <a href="https://www.youtube.com/watch?v=JVqag7q-Kbo&amp;list=PLQJJ5RVTWi9eEHpF_0sCHX1uy18U3B-uDIO3-draft-report_v3.docx">https://www.youtube.com/watch?v=JVqag7q-Kbo&amp;list=PLQJJ5RVTWi9eEHpF_0sCHX1uy18U3B-uDIO3-draft-report_v3.docx</a> <b>video</b> "Orti alti" A project of social enterprise including the community
		UK	<a href="https://unltd.org.uk/portfolio/4-10-stakeholder-engagement-and-building-networks/">https://unltd.org.uk/portfolio/4-10-stakeholder-engagement-and-building-networks/</a>  <a href="http://www.sfedi.co.uk/standards/business-enterprise-standard/op10-improve-relationships-with-stakeholders-in-a-social-enterprise">http://www.sfedi.co.uk/standards/business-enterprise-standard/op10-improve-relationships-with-stakeholders-in-a-social-enterprise</a>
<b>Knowledge bank covering all kinds of topics on</b>	Different topics	SE / Sweden	Done by Sofisam. Mainly in Swedish but links to international source as well <a href="http://www.sofisam.se/vad-ar-sociala-foretag/kunskapsbanken---om-socialt-foretagande.html">http://www.sofisam.se/vad-ar-sociala-foretag/kunskapsbanken---om-socialt-foretagande.html</a>

Learning outcome	Typology of training material	Language/co untry	Links
Social Enterprises			

## 2.2 Internal resources

A set of stories have been created by the consortium to enrich the game and learning experience of players by offering real life experiences for inspiration across the different game levels. (based on real stories as gathered from field research in IO2).

The stories will help the players step by step to find examples and to understand which are the critical points, the success elements regarding the development of a social economy enterprise.

Learning through storytelling refers to a process in which learning is structured around a narrative or story as a means of “sense making”. It involves the use of real life stories and anecdotes to engage and motivate the players while sharing knowledge. Stories in Social Seducement are termed narrative, case studies, life histories, anecdotes, scenario, illustrations or examples. Stories in Social Seducement address not only the objective of sharing information and helping players to make sense of issues, but the need of reflection while learning, the need of simulating and recognizing the links between theory and practice, enabling the players to get the information / knowledge factually, visually and emotionally.

### How does storytelling work in Social Seducement?

Storytelling is enabled through few essential components of the stories, each of them linked to a specific learning outcome of the competence portfolio through a simple process that includes:

1. the scenario
2. the characters
3. the challenge
4. the decision making process
5. the resolution

Each story has the objective of facilitating:

- the concretisation of the learning by making concrete and by helping the visualisation of what would have been otherwise abstract and complex. They provide concrete and tangible examples;
- the assimilation by simulating the decision making process, by enabling the players to imagine earlier information through a given perspective; and
- the structuration of learning by using the knowledge acquired in other contexts and facilitating the creation of connections and links, which is also an effective tool to empower and to motivate players in moving forward in the game process.

Stories to be presented classifying them according to the learning outcome addressed.

We are classifying the stories with the following format:

Table 3: *Format for stories classification*

Story Name	Story Summary				Storyboard Reference
Scenes	Learning Summary	Team/individually	Facilitator/Automatic Evaluation-Progress	Learning Contents	Storyboard Reference
S1					
S2					
S3					
S4					
S5					
S6					

Here an example of a story (that will be classified according to the above table):

*“More than a cinema it’s an idea of society”*

The case of a cooperative in Perugia  
 regenerating an old cinema through a community cooperative  
 “Postmodernissimo”

<http://www.postmodernissimo.com>

Perugia is a historical town with 160.000 inhabitants and an important University in a central and very rural region of Italy. Once many people worked in the big and famous chocolate industry that was developed in the beginning of the last century by an entrepreneurial woman. The factory brought work and richness and in the 30ties a local family opened a first beautiful cinema. The cinema “Carmine” became very important for Perugia but at least in the year 2000 it was definitely closed because of the big crisis of cinemas. During these years unfortunately the town became well known as a dangerous “drug scene” in the inner town and lost the good name and the charming character.

At the end of 2013, four young man unemployed but engaged in cultural activities decided to do something to stop this sad process. They decided to try to regenerate the old famous cinema and to create an important cultural space in the inner city.

*How did they decide to proceed? Where did they find the money?*

There idea was to realize a community asset and to involve from the beginning up the citizens of Perugia as members in the planning activity and in the management of the project. The final user of the space has to participate in the development of the idea, to be an active part of the whole project: sharing the risk and the success, sharing the planning and the use of the space!

So they decided to set up a cooperative and to ask people to become members and to risk some share. 300.000 Euro were necessary to restore the building and to furniture.

The started a big campaign among the citizens. The cooperative today has more than 50 *financial member/shareholders* with a different number of *shares* from 100 Euro up to maximum 5000 Euro. The campaign for the *social shareholding* is still going on.

In addition citizens were invited to support the start up of the project through donations. A crowdfunding campaign was started involving more than 700 persons who contributed with minimum 10 Euro up to the 1.000 Euro without becoming a member of the cooperative.

Through the social networks a virtual community was created in order to share the cultural and social project the wider possible in the town, to create a permanent community. More than 8200 fans you may find on the facebook page where actually you also can book your participation to the different events.

Communication with the citizens and the institutions in town was one of the most important assets since the beginning. Participated press conferences informed continuously about the progress of the regeneration work and the financial state of art. At least as the *community cooperative* was strong, participated, well known and working in the general interest it wasn't difficult to get some credit from the bank and some funding from the regional authority.

The "Postmodernissimo" today is a very active and multicultural space in the town. The old spaces are restored in a beautiful way and used by many citizens in different ways. One of the most interesting initiatives is the cinema for children where the parents can leave their child...a particular kindergarden!

*What do you think is very particular in this story?*

The 4 entrepreneurs are private professionals but they wanted to create something in their town for all the people, in the general interest, a community asset. The "Postmodernissimo" entrepreneurial group therefore asked the citizens not only to like their project but to participate also sharing the risk, the project planning and governance. The final user becomes part of the entrepreneurial action, strengthening the project by adding ideas, money and becoming a very active part in marketing.

Stories to be presented classifying them according to the learning outcome addressed.

## 2. The facilitators' guide

The overall objective of the training is to:

- enhance the understanding of inclusive entrepreneurship.
- provide participants with a set of tools and skills to deliver effective and impacting local activities in the context of collective social self-entrepreneurship and explore peer-to-peer learning.
- be able to guide the group discussions.
- be able to follow and to understand the different economic and social ideas of the aspiring social entrepreneurs.
- be able to assist the group in drawing up their plans and to learn how to control the enterprise.
- ensure that players don't overlook the main aspects

In addition, and as a key output of the project, it is foreseen the creation of a network of active facilitators (game masters) who will further promote participation to the game and promote self-entrepreneurship as a mean to empower vulnerable groups and address

115

unemployment (IO10). After the training and the testing of the game, the expert facilitators will act as multipliers in their environments. During the piloting (O6) they will transfer at least their knowledge of the game to 25 additional facilitators. This means that they have to be involved in the final preparation of the Facilitators' Guide.

Since the very start of the project partners discussed and worked on the facilitator's role and on the competencies the facilitator has to have in order to be able to assist and support the candidate social entrepreneurs in their difficult job to set up their business model and to learn how to become a good social entrepreneur.

There are three possible types of facilitators that will accompany players through the game:

- A 'structured' facilitator (coming from VET or employment centres or other public sector organisations, already experienced in the field of training and facilitating learning).
- A 'bottom up' facilitator: coming from social enterprises already set up (e.g. social entrepreneurs wanting/needing re-training and having gained on field the experience to facilitate learning of peers)
- Natural facilitators; coming from citizens' groups or former game players or natural leaders of the group who want to set up a Social Economy Enterprise and are able to facilitate, based on what they learned from direct experience – the learning path of future game players.

The Facilitators' Guide is being prepared considering the specific needs of the different types of facilitators as outlined above. Below, a draft guide is provided.

## SECTION 1 WELCOME TO THE SOCIAL SEDUCEMENT GAME

Dear Facilitator,

There are many reasons for considering the development of social economy enterprises and collective social entrepreneurship as a valuable way of sustainable and inclusive development through collective self employment, even for people with disabilities and strong experiences of exclusion.

In 2011, the European Commission launched, as a reaction to the development crisis, the so called “European Social Business Initiative”.

As many of you know, Social Economy Enterprises have been developing all over Europe long before the EC Initiative, in different conditions, legal frameworks and oriented to the different needs of society. As a result of this quite spontaneous development (aimed mainly to inclusion and empowerment of people with disabilities, with experience of mental illness, drug addiction, immigration, poverty, discrimination and/or long unemployment), social entrepreneurship is becoming more and more a way to exit from this kind of exclusion and or to create something innovative to battle against the waste of resources and social injustice.

As you may know, to set up and to keep up a Social Economy Enterprise isn't as easy as it may seem. A lot of difficult processes have to be managed to reach the aim and values of the enterprise starting from the social issue up to the economic break even. As it is a collective enterprise it is also necessary to reach common agreed decisions, which may be particularly hard for people who are not used to taking decisions. In addition, a social economy enterprise has to respect the laws, as any other enterprise.

A lot of social entrepreneurs acted as pioneers; they started driven by their necessities or by the will to bring social innovation and jobs to their communities. Often they experimented completely new processes and frequently they did mistakes and lost their battle. We are convinced that all this experience and practice – as well as the mistakes - have produced a great knowledge and this knowledge has to be organized and made available for those that want to start now or for all those that want to correct their mistakes.

We are convinced that the best way to achieve entrepreneurial culture and knowledge is to get inspired from others, from social entrepreneurs who share their experience through story telling. These stories maybe collected and shared with others.

Some years ago the International Cooperative Alliance (ICA) together with EURICSE – a social enterprise development agency provided with their initiative “tell your story” <http://stories.coop/about/>. Look at it, and you will find a lot of inspiration.

A candidate social entrepreneur has ideas, sometimes very ambitious, sometimes very small and particular, but quite often unusual. Usually, candidate social entrepreneurs don't like so much to go to school for several reasons, because maybe they had bad experiences, they don't believe that at school you can learn how to be a successful entrepreneur, or at

least because their desire is to realize the idea as soon as possible and attending a traditional school or University would last too long.

Often, they start without a business plan, without planning and controlling tools, without experience in organization, management, marketing and selling. They start assuming a lot of risks, full with energy and enthusiasm and after a while they find barriers and difficulties and they don't know how to proceed.

Maybe then they may meet highly quoted experts to get support, counselling, coaching or somebody else will prepare their business plan...

We believe that a business model, possibly followed by a business plan, has to be developed by those who will start the entrepreneurial activity although it may seem very difficult. A social enterprise is a community where everyone feels responsible. It should be able to develop a sense of participation and inclusion of all working members. The entire group should decide together what to write in the statute, what are the objectives, principles and rules that govern the enterprise, what are the activities, as implementing the control.

In order to make the effort easier, more exiting and pleasant we thought to develop a game that may support the approach. A game may seem like real life but it isn't. It is possible to simulate many of the events and problems a social entrepreneur will have to face. But instead of risking real money, real relationship, the real face he/she can use the simulation.

The virtual environment created by the game allows the participants to try and to test without being afraid of failing and it uses a fun component – as the game – to help the individuals to take risk, to act in a safe environment.

Long-term unemployment is an acute problem because the longer people are out of work, the more problematic it is to return. Each year, a fifth even stop trying to find a job and are classified as inactive. Social Seducement aims at tackling long-term unemployment by working on the empowerment of people, thus supporting the demotivation, which brings to inactivity. And it does this by working within the field of social economy, thus operating with an entrepreneurial mind-set to earn revenue, while achieving social, cultural and community outcomes.

The game rather than providing learning material to start up a business, works on the creation of the group, on the valorisation of the individual and group ideas and accompanies the group in an unconventional way towards the transformation of the idea into a business plan. It works on the empowerment skills of the individual and of the group. This process is also reflected into the assessment approach and into the learning resources. Rather than developing an assessment approach based on a written or oral exam, judging the achieved competences, Social Seducement uses the assessment to level up in the game in an automatic way or by participating to collaborative activities, such as the creation of a new forum post, the time spent in the game, the participation to polls. Similarly the learning material is composed by two different sets: a set of inspirational real-life stories of social entrepreneurs facing challenges and setbacks but also narrating how they moved forward and which have been the drivers and the barriers encountered. The critical dimension (things that did not go so well and solutions found) will be very important pedagogically. The stories will then be attached to the different chunks, which the players play, to introduce and to provoke thinking before and during the work on specific themes. The external relevant

118

**Disclaimer:** The information and views set out in this report are those of the author(s) and do not necessarily reflect the official opinion of the European Union. Neither the European Union institutions and bodies nor any person acting on their behalf may be held responsible for the use which may be made of the information contained therein.

resources, in compliance with the different national scenarios on collective social entrepreneurship

These are the reasons why we developed the game *Social Seducement*.

If you agree with our reasons and you believe to be able to facilitate the learning process we ask you to become a *Social Seducement facilitator* and to help us to mainstream the game and the gamers to develop their own business idea.

## SECTION 2 THE SOCIAL SEDUCEMENT ONLINE ROLE PLAY GAME

The Social Seducement game is a serious online role playing game which aims to train people experiencing disadvantages in the labour market to start their own collective social economy enterprise.

A group of people meet in a cafe and are encouraged by a ‘magical person’ to get together to set up a collective social economy enterprise. Following on from an incidental initial meeting in the town’s café, players discover that there are numerous opportunities around, they need only tap into their inner resources to find them and to overcome the challenges that present themselves!

During the course of the game, players are randomly assigned a leadership role at different stages of the game, which the group can choose to either keep or re-assign. They are also invited to take up a range of business roles on different levels to enhance learning and discovery of innate talents and skills.

The aim of the game is to work together so that at the end there is a completed business model and even a business plan.

Throughout the game players are supported by a facilitator who supports players through the game and is involved in assessment of learning. Players learn by working in a group, discovering inspirational stories from other collective social enterprises and being offered opportunities for further exploration of particular topics and themes via relevant external sources.

The online role-play game is thus based on the following key principles:

- Being developed in the frame of the Social economy and aimed to develop social entrepreneurship-related skills, the Social Seducement game will address long term unemployed adults aged 18+ with the aim to make them social entrepreneurs and help them starting up, through a collaborative and collective exercise, a social cooperative.
- The Social Seducement game is a learning game, it does not want to compete with the game industry (nor has the resources to do so). The game will be the “window” through which learners/players will be engaged in a learning process in a motivating way.
- In order to allow experiential learning and at the same time ensure engagement, the game will be designed around stories of real social entrepreneurs that the players will have to revisit, taking their own decisions and responsibilities to reach success.

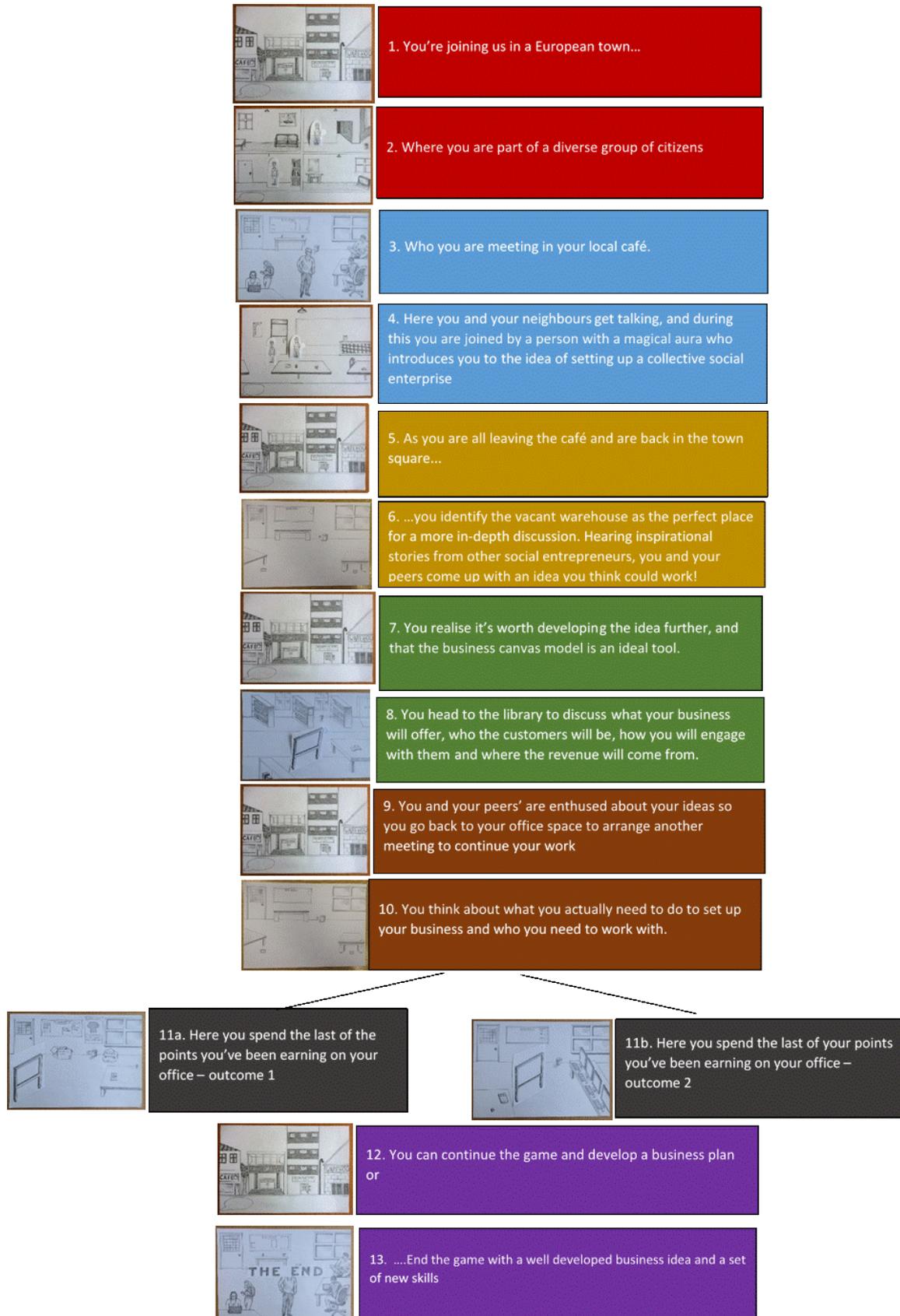
**Disclaimer:** The information and views set out in this report are those of the author(s) and do not necessarily reflect the official opinion of the European Union. Neither the European Union institutions and bodies nor any person acting on their behalf may be held responsible for the use which may be made of the information contained therein.

- The stories are designed and articulated to let players learn how to build a business plan for a social cooperative.
- The Facilitators will mediate the learning process, support and help Players/learners to achieve the learning goals.
- The facilitator will virtually support players, as the game will be played online.
- Players will have the possibility to choose an avatar and their role within the social enterprise they want to set up.
- Players will be stimulated to work together to achieve the goals of the game.
- Step-by-step incremental learning is a good solution to merge the learning needs and the technical design needs of the game: building the learning process through steps/stages will allow the player to pass from one level to the next only when the knowledge and skills associated with the prior level are demonstrated.
- In principle, the game will be played online, although each piloting partner might agree, with local piloting institutions, to organize also face to face meetings based on the specific needs of the groups of players addressed.
- The duration of the game will be of two months or more, depending on the progress and needs of the players.
- The game is expected to include group sessions, which could range from a minimum of two to six game meetings (including virtual and potential face-to-face) to a maximum of about twelve to eighteen. Different stories may include different numbers and kinds of group sessions to be more adaptable to different contexts.
- User-friendliness of the game and the facilitator to help people play the game are considered the most important elements to engage the users, while the combination of face to face and online interaction is considered relevant less extensively, which may give room for different ways of implementation of the game according to specific circumstances.
- The game foresees an articulation organized according to levels (incrementally increasing the knowledge of players), intertwined with a fictional storytelling approach where groups of players – after choosing their avatar - work together towards the creation of their social collective enterprise in a fictional town, meeting in a fictional office that they will have the chance to decorate and furnish by gaining points through the game.
- The game – after an introductory part basically aimed to create and harmonise the group from a social point of view – provides players with the opportunity to learn about social economy and social collective enterprises creation and management via a structure based on the key pillars of the social business model canvas.
- The players are helped to reflect about the notions provided via ad-hoc training material provided in the different game levels and to critically use the skills acquired in each level – by solving problems and challenges related to stories of real social entrepreneurs adapted to the specific context of the game level and aimed to reinforce the skills acquired and enhance the learning outcomes
- The game is so designed to ensure that the learning experience of the players is fun and that players develop the necessary skills and competences to create and successfully manage a social collective enterprise. Assessment takes place on three levels (knowledge, skills, behavior) with automatic assessment as concerns knowledge and

self-assessment combined with an evaluation provided by the facilitator as concerns skills and behavior.

These principles are very important and you have to remember them following the game. In order to facilitate successful game experience to the players it is advisable that these principals are followed.

The game is divided in different levels and scenes, where the players have tasks to fulfil and they may ask your help. In any case you have to follow the game in order to understand how they are moving forward. Below, you can find an outline of the game leves and storyboard to better understand how the game is structured.



In the ROLE AND RULES GAMEBOOK you will find more details on how the game is played.

Obviously you also have to become familiar by playing the game!

## SECTION 3 THE FACILITATOR'S ROLE AND TASKS IN THE THE SOCIAL SEDUCEMENT GAME,

The Social Seducement gaming process is thus focused on exercising how to plan together, to take group decision, to develop the group's business model and at least a first draft of a business plan. This collective learning process will be guided step by step, there will be a lot of space to discuss in between the gamers since they have to learn how to take collective decisions. Every collective learning process needs to be facilitated and a game needs a game master. That's why we have a group of Social Seducement facilitators to follow the work of the players and to support them if they need your help.

### Three types of Social Seducement facilitators and the facilitators association

There will be three different types of Facilitators:

1. Maybe you are structured facilitators employed by a VET or TRAINING organization or similar and an important part of your work is supporting, mentoring, tutoring groups of unemployed people during their training processes towards higher employability, self-employment or collective social entrepreneurship.
2. Maybe you are a "bottom up" facilitators (you started as a social entrepreneur), or a "free lance" answering to an identified need of group of people, engaged by the group, might be referred also to on-going enterprises that need to renew their working process
3. Maybe you are a natural facilitators, you are a leader of civic organizations, cooperatives, generally in group work you assume the responsibility to help the group to work together; maybe also that you are used to games and generally you assume the role of game master.

We asked you to become part of the Social Seducement Facilitator Group because of your professional social and/or natural competencies and to use our guides, training material and online training to understand well you work and role in the Social Seducement game.

### The role of the Social Seducement Facilitator

The Facilitator's actions to use concern:

- To stimulate group work;
- To appreciate group discussions and manage conflicts;
- To recognize hidden abilities and enthusiasm of people used to be marginalized and unemployed;
- To communicate about social entrepreneurship and what Social Economy Enterprises are;

- To transfer knowledge about business planning
- To share knowledge and experience with other professionals and to stay tuned in order to keep updated to the development of the Social Seducement project.

If you feel well with this passions and ambitions you will easily enjoy the work you have to do as a Social Seducement facilitator.

Your role is to support the single participants and the group. We want them to go through the whole game and to develop a first draft of the business plan of their social entrepreneurial idea. You have to follow their way to work, to empower, motivate and help if they ask for help or if you see fear and despair and lack of motivation to proceed. You are supposed to enforce the game's rules and provide general players service. You have not only a game responsibility but also an educational responsibility and an incubator responsibility to help to realize a real enterprise. Your role is to guide the group's discussion on the specific in-game matters, but also on the dynamics and values of the group decision-making process. Group decision-making is one of the features which differentiates cooperatives from other types of enterprise. You are expert of the game and also expert of the social cooperatives' business model.

The game has precise rules on how and when they may ask for you and precise rules how you can interfere if you think it's necessary.

Your work, observation, facilitation and the step-by-step organized gameflow have to be and will be in perfect harmony. This is possible if you know well the game, the functions, the content of the training material and obviously the ROLES AND RULES GAMEBOOK.

We hope that the game will be used by many organizations and many spontaneous or organized groups that want to achieve more knowledge on planning and managing a Social Economy Enterprise. And we would appreciate if the game is played in many different European countries maybe also translated to different languages. This would give you the opportunity to work in a multi national and cultural environment and to share your experience with colleagues in other European countries: an added value we believe!

You maybe the facilitator of more than one group, contemporaneously. The whole game can last up to 2 month, it depends on how often the players will meet and how quick they are learning and finishing their tasks. It is important for you and for them to have a kind of agreed agenda. They also can ask you an appointment, their maybe a chat you have to control before meeting them.

Stay tuned, that's important, and be curious and flexible if you like to work with groups!

### About this resource

The remaining sections of this guide are designed to give you a deeper insight into some of the key concepts and material that is used in the game, and to offer some suggestions for how you might use your facilitation skills in the game to support players' learning. The supporting material presented here relates to the knowledge and skills areas we believe are essential for the facilitators to use during game playing.

## SECTION 4 THE SOCIAL ECONOMY AND COLLECTIVE SOCIAL ECONOMY ENTERPRISES

Some text and resources here for facilitators to read up on around the following knowledge items (from IO2 competence portfolio):

- The definition of social economy and social entrepreneurship
- Key principles of the social economy and social economy principles
- The multiple-goals nature of a Social Enterprise
- The tensions/dilemmas that can be caused by those multiple goals
- The possible legal and organisational forms and structures available for SEs
- The required steps to launch a social economy enterprise

Here you can find the main documents from European Commission that explain the motivations and strategies related to social economy and collective social economy enterprises:

[http://ec.europa.eu/internal\\_market/social\\_business/docs/COM2011\\_682\\_en.pdf](http://ec.europa.eu/internal_market/social_business/docs/COM2011_682_en.pdf)

[http://ec.europa.eu/internal\\_market/publications/docs/sbi-brochure/sbi-brochure-web\\_en.pdf](http://ec.europa.eu/internal_market/publications/docs/sbi-brochure/sbi-brochure-web_en.pdf)

[http://ec.europa.eu/growth/sectors/social-economy/enterprises/index\\_en.htm](http://ec.europa.eu/growth/sectors/social-economy/enterprises/index_en.htm)

<http://ec.europa.eu/social/main.jsp?catId=952&intPagelD=2914&langId=en>

Here you can find recent documentary that may give you an impression of the already existing European dimension of Social Economy Enterprises:

<https://www.youtube.com/watch?v=n94TmD52iBA>.

## SECTION 5 THE BUSINESS MODEL CANVAS AND THE BUSINESS PLAN

The central part of the game is concentrated on the BUSINESS MODEL CANVAS (BMC)

### Introducing the Business Model Canvas

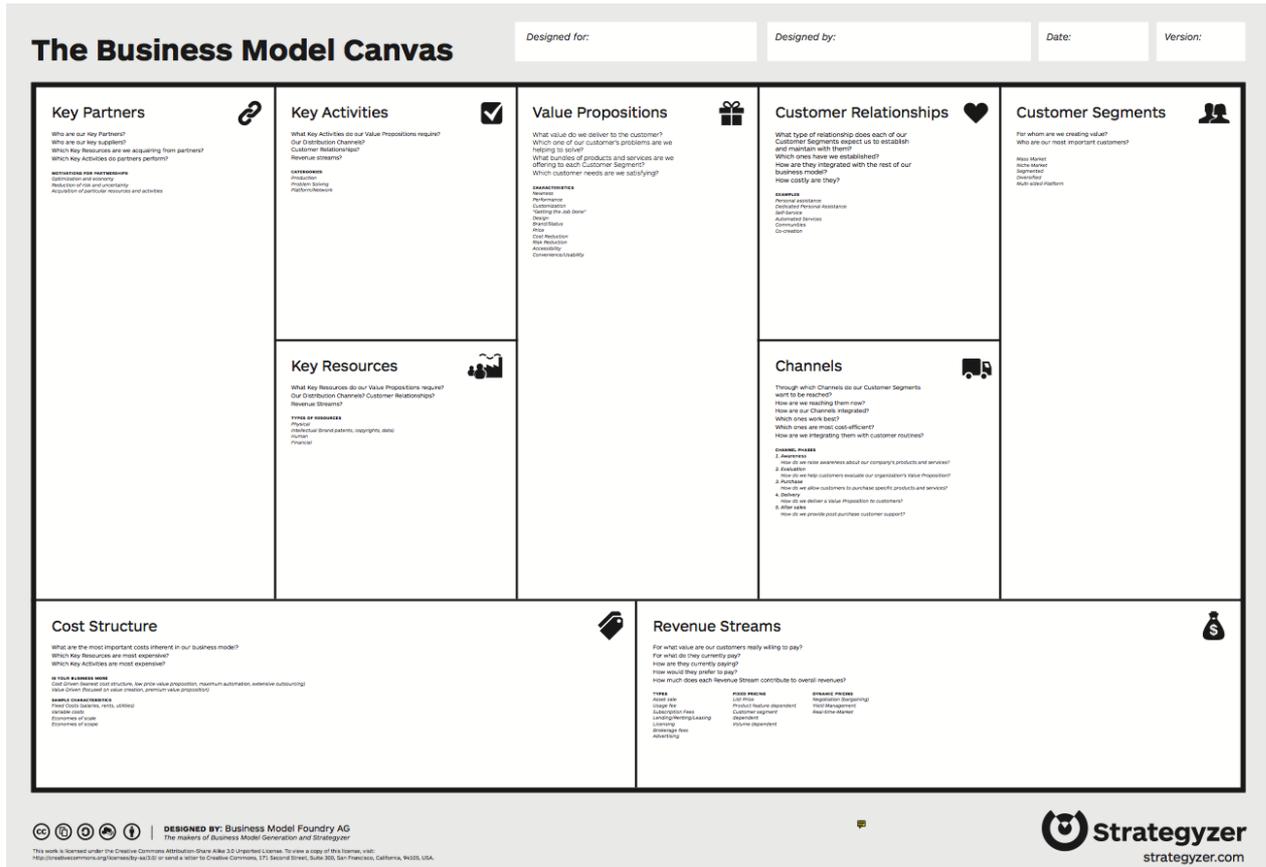


Figure 1: *the Business Model Canvas*

Here you can follow the definitions of the nine essential building blocks that describe how a business creates, delivers and capture value:

- **Customer Segments**

are the groups of people and/or organizations a company or organization aims to reach and create value for with a dedicated Value Proposition.

- **Value Proposition**

are based on a bundle of products and services that create value for a Customer Segment.

- **Channels**

describe how a Value Proposition is communicated and delivered to a Customer Segment through communication, distribution and sales Channels

- **Customer Relationships**

outline what type of relationship is established and maintained with each Customer Segment, and explain how customers are acquired and retained

- **Revenue Streams**

result from a Value Proposition successfully offered to a Customer Segment. It is how an organization captures value with a price that customers are willing to pay

- **Key Resources**

are the most important assets required to offer and deliver the previously described elements

- **Key Activities**

are the most important activities an organization needs to perform well

- **Key Partnerships**

shows the network of suppliers and partners that bring in external resources and activities

- **Cost Structure**

describes all costs incurred to operate a business model

### Further reading

If you don't know it already or if you don't use it normally you may provide to study it in your own language or at least here to exercise: <https://canvanizer.com/>

You also may download [http://knode.com.au/wp-content/uploads/Knode\\_BusModCanv4SocEntDesign\\_E1LR\\_30p.pdf](http://knode.com.au/wp-content/uploads/Knode_BusModCanv4SocEntDesign_E1LR_30p.pdf)

And take a look here <http://www.businessmodelgeneration.com>

Here you can find a canvas model for the social economy too:

[http://knode.com.au/wp-content/uploads/Knode\\_BusModCanv4SocEntDesign\\_E1LR\\_30p.pdf](http://knode.com.au/wp-content/uploads/Knode_BusModCanv4SocEntDesign_E1LR_30p.pdf)

In the game we decided to follow a logical framework grouping together the nine blocks of the model in 3 'chunks'. The division into three groups was made to facilitate the work and make logical sense in the realization of the business idea. Even in real life, when you are to develop and explain a business idea is useful work for homogeneous areas. So we decided to group and create three main categories of sections: the type of clients that you want to refer and the value derived from them; how we communicate and sell to these customers and how you maintain; what are the activities and internal and external resources to keep the company functioning

CHUNK 1 groups the Customers Segments that will use/buy the services or products, the Value Proposition and of course the Revenue Stream that will be generated

CHUNK 2 groups how customers will be acquired and retained (CUSTOMERS RELATIONSHIPS) and how, through which channels (CHANNELS), it will be communicated with the customers, how value propositions will be delivered

CHUNK 3 helps to describe the KEY ACTIVITIES (all the activities needed to have the organization functioning well), the KEY RESOURCES (assets necessary to offer the services and products), the KEY PARTNERS (suppliers and partners that bring external resources and activities), and at least the COST STRUCTURE (description of all the costs to operate)

The picture describes graphically how we have clustered the different parts and how they become, together with additional documents, the business plan.

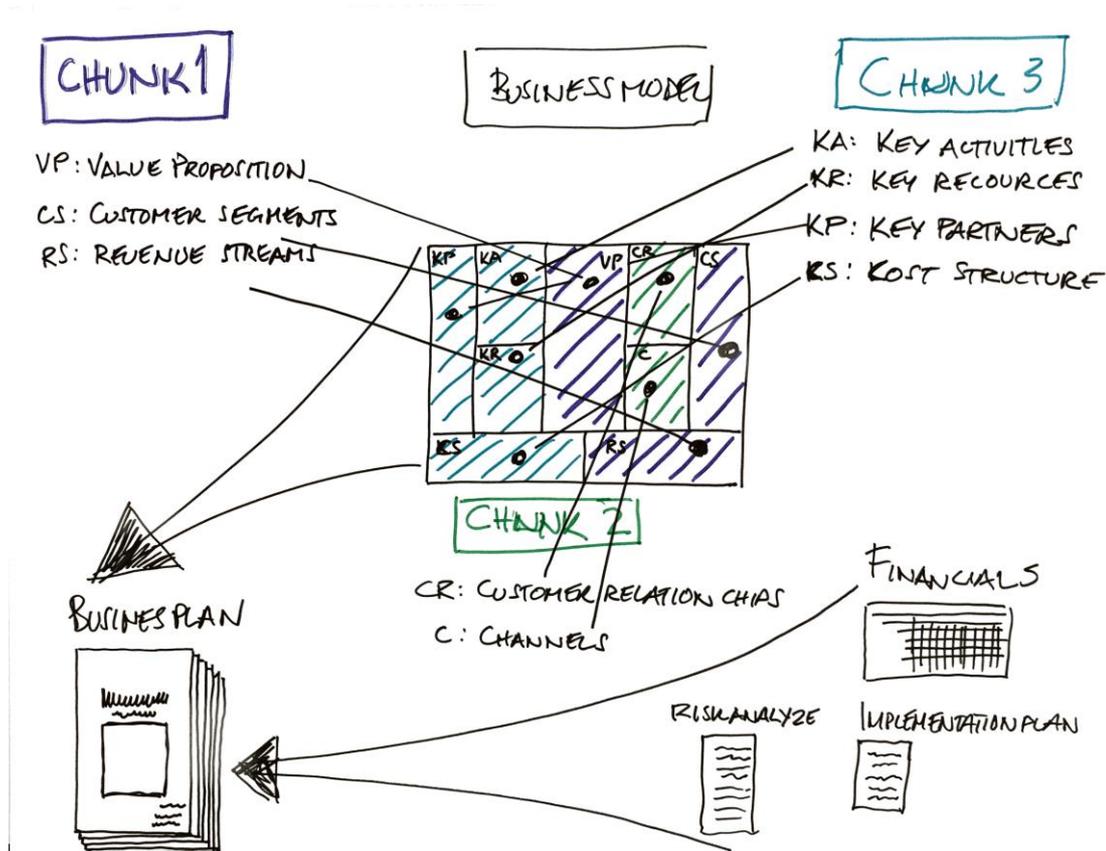


Figure 2: Grouping of BMC sections in the Social Seducement game

## Helping players develop their Business Model Canvas

It would be helpful here to draft two or three or so scenarios (drawing on your real life experience) of how people tend to work with the business canvas model, where sticky points appear and what the facilitator can do to address them. Likely they will be relevant for the game too, though you might draw a bit on your experience of working with online groups to offer specific social seducement nuances! This would address the skills component for the facilitators.

## SECTION 6 THE STORIES AND EXAMPLES AND THE TRAINING MATERIAL

In this section the facilitator will find all the collected stories and a description on what they may teach and when they are used. They are provided in different languages.

The stories are inspired by reality, by real situations of people who have decided to start a new business adventure. They tell mostly of people who face the challenges, successes, difficulties encountered during the development of the business idea and during the enterprise life. They tell about people and communities, about the relationships between people, to help requests, to search for solutions.

Storytelling is an effective and excellent tool to convey to the people content and ideas, players can identify with with the people of the story, find similarity, stimulate reflection and search for new ideas.

In addition there will be the TRAINING MATERIAL, links, quizzes etc that will be allocated in the different levels of the game. Different languages are available.

You have to study the TRAINING MATERIAL and the STORIES.

## SECTION 7 STATUTES AND MODELS BY LAW

We will here collect some Statutes of Social Economy enterprises such as cooperatives or association. You may use them.

## SECTION 8 IMPACT ASSESSMENT

The impact assessment is an important tool for entrepreneurs because it allows them to understand in which direction the enterprise is going, if it reaches the social objectives and the needs of the community, Therefore it allows to make changes in the management, re-evaluate some aspects, strengthen others.

There are several methods to assess the impact, mostly used are Social Return on Investment (framework for measuring and accounting on social, environmental and economic outcomes) and social auditing (focuses very much on the impact of an organisation's activities on stakeholders—staff, customers and the wider community; being able to verify these impacts objectively and demonstrating and driving improvement in these areas)

You can see these links to explore the topic:

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

<http://www.can->

[online.org.uk/uploads/editor/files/Invest/Measuring\\_Social\\_Impact\\_in\\_Social\\_Enterprise\\_report.pdf](http://www.can-online.org.uk/uploads/editor/files/Invest/Measuring_Social_Impact_in_Social_Enterprise_report.pdf)

[http://www.demos.co.uk/files/Measuring\\_social\\_value\\_-\\_web.pdf](http://www.demos.co.uk/files/Measuring_social_value_-_web.pdf)

## Part 3 – Designing the roles and rules gamebook

*Authors:*

Renate Goergen, Antonio Zurino (Le Mat)

*Contributors:*

Kerstin Junge, Silvia Francario (TIHR)

Erdmuthe Klaer, Luigi Martignetti (REVES)

Joachim Keim (Coompanion)

Stefania Aceto, Daniel Burgos, Natalia Padilla (UNIR)

## 1. Introduction

In chapter 2 below we present a version of the The Role and Rules gamebook, which is aimed to assist the players and the facilitator to fully understand the game.

Roles and rules represent the foundations of the Social Seducement game. Participating in the game implies accepting the set of rules on which it is based. Players accept in this way to speak a common language, the facilitator is the expert of that language that helps them to understand each other. The rules gamebook will contain all the detailed rules and will constitute a real game manual.

This gamebook therefore contains three main sections:

- A description of the main roles involved in the game, and their functionalities
- A description of the key rules that underpin the social seducement game
- Practical issues on playing the game, including licensing and copyright issues.

Audience for the game book, and its purpose / envisaged use in the game.

The Gamebook will be completed only after the final version of the game. Here, both Facilitators and Players find a version where it is possible to understand how it will be developed. The Gamebook must present also the graphic elements of the game, the avatars, environment, the screens that now we aren't able to provide.

## 2. The Role and Rules Gamebook

### SECTION 1 WELCOME TO THE SOCIAL SEDUCEMENT GAME

Welcome!

Social Seducement is a serious online role playing game which aims to train people experiencing disadvantages in the labour market to start their own collective social economy enterprise.

A group of people meet in a cafe and are encouraged by a 'magical person' to get together to set up a collective social economy enterprise. Following on from an incidental initial meeting in the town's café, players discover that there are numerous opportunities around, they need only tap into their inner resources to find them and to overcome the challenges that present themselves!

During the course of the game, players are randomly assigned a leadership role at different stages of the game, which the group can choose to either keep or re-assign. They are also invited to take up a range of business roles on different levels to enhance learning and discovery of innate talents and skills.

The aim of the game is to work together so that at the end there is a completed business model and even a business plan.

Throughout the game players are supported by a facilitator involved in assessment of learning. Players learn by working in a group, discovering inspirational stories from other collective social enterprises and being offered opportunities for further exploration of particular topics and themes via relevant external sources.

The *Social Seducement game* has been developed to support your enjoying the planning of a social and an economic activity, your *social economic enterprise*, your project to create your own job and social engagement.

The authors of the game are experienced in professional, social and entrepreneurial training, in consultancy and mentoring the development of social enterprise projects, in inclusive job creation and obviously in game development and graphic design. The authors are working in different countries and contexts. The game is the result of many discussion and studies, the collection and testing of training material and the experiences and stories of real social entrepreneurs in many different countries.

We developed the game as a kind of *training tool*. We want you to exercise planning, looking to the future, discussing, correcting the plans before starting your social enterprise. We want you to understand, to train the entrepreneurial culture and to develop your social project and the social impact. Before starting a real (social) enterprise, it's better to learn how to calculate and to manage the risks of setting up your own enterprise, it's better to overcome unjustified fears, to give up erroneous ideas, it's better not to "jump without a parachute". We believe that a game makes learning easier and frequently also more effective.

The game will guide you, step by step in your planning and learning process. On your way you will meet other social entrepreneurs through their social and entrepreneurial stories. We are convinced that one of the best ways to learn is to copy from the ideas, the success or the difficulties of other social entrepreneurs. The stories are real case studies, real Social Economy Enterprises have been analysed and interviewed. If they agree and are on the web you certainly may follow them if you like them. In addition and linked to the stories you will find a lot of other learning material if you want to deepen your confidence.

And then there is the facilitator, your game master, your security anchor if you feel lost. We will tell you more about him/her.

The game is divided in different sections. Following one after the other – but you also may turn back to deepen a question or to repeat an exercise or at least to change your idea - at the end you can save and print out the business plan of your planned social economy idea. Certainly, you also can play the game again!

Before starting, you certainly would like to know how long the game lasts. It really depends on you: how much you deepen the questions, how often you will play and for how much time, how perfect you want your planning. In any case it cannot take more than (2 months?) to play the game. But let's pass on to the roles and rules.

## SECTION 2 GETTING STARTED

[Some relevant intro sentence; I propose we use the first two paragraphs currently in section 5 of the game book]

We have two kinds of roles in the social seducement game:

- The **facilitator** (game master) – key figure, expert in participatory training methods, with the task of coordinating and facilitating the entire game.
- The **players** – they are adult people who with a perspective to become social economy entrepreneurs
- Super admin user (to be further specified during the face to face training)

Social Seducement is a group game, so before starting the game, the facilitator has to set up the group of players. No less than three players and not more than six players are accepted to register a group

To do this, the facilitator needs some details from each player that will be provided during the face to face training in Rome.

With these details, they can register the individual on the social seducement ORPG platform and create a group.

Once registered, players are notified and need to choose an avatar which will be their visual representation in the game. No two players can pick the same avatar!

Whatever else seems relevant here to help readers understand what is required to start the game. Also includes mention of the helpdesk.

## SECTION 3 THE ROLES TO BE PLAYED

Social Seducement is a role play game. This means, as a player you will have the opportunity to take on different roles in the game.

Simulating the organization and the different tasks in your upcoming social economy enterprise, it would be good to try to wear some clothes, a few costumes, to imagine the different roles in a social entrepreneurial organization. Would you prefer to work in the production area? Do you prefer to sell what is produced? Do you like finance or do you prefer marketing or at least you would like to be the responsible team leader, the manager, the President? Different functions need different competencies, not only professional but also social competencies.

We want you to exercise in the different roles, simulating but seriously taking decisions. We want you to learn to know yourself inside a collective social enterprise team, inside a group that has to take decisions, to plan, to discuss. We want you to discover your main passions and competencies by playing the game.

Yes, maybe we forgot to make clear a very important point: *Social Seducement* has to be played as a group because a *Social Economy Enterprise* is a collective enterprise: a group of people often unemployed, sometimes with particular difficulties or needs decide to do *something in the general interest of the community*, they start an enterprise with the aim to realize added value, to create jobs, services, community assets not with the aim to realize their own personal profit. That's why generally a *Social Economy Enterprise* is started and managed by a group of people, together with the community where they live and that's why you have to learn *how to act and to decide in and as a group*.

At the beginning of the game, you will be asked to choose your **Avatar**. You will find different *Avatars*, they represent the different characters, passions, skills, that normally are present in a group. You may choose the one that represents you the most, that you like more. Or you may wish to slip into a character that is completely unlike you!

Your *Avatar* will represent yourself during the whole game!

Another important role in the game is *the task leader/spokesperson*. The tasks of the spokesman are to collect the different opinions of the group members during their discussion and to write them on a board in order to represent the results of the planning and learning activity.

The task leader is automatically assigned by the game. But you and the group can choose to change the task leader. The *task leader/spokesperson* will change in the different steps of the game. At each new level of the game a new task leader is chosen.

In addition, you the player can choose **business roles**. At each level of the game, you can choose to contribute to the game as: manager, sales, marketing, finance or administrator. You will need to negotiate who takes on these roles as group at each stage of the game. You can choose to keep the same role for the duration of the game, or you can change it at each level.

There is another important role in the game, quite a magical person, **the facilitator!** With his own *Avatar* he/she will follow you through the whole game. The game master is familiar with the Social Seducement game, the training material and knows about the social economy and business modelling. You can call for help, ask to be assisted.

But let's go further looking deeper inside the game and to the main *rules* you have to respect.

## SECTION 4 THE GAME and THE RULES

The game helps you - as a group - *to develop your business model, to plan your social economy enterprise* and at least – if you wish – *to write your business plan*.

You will achieve knowledge about what are *social economy enterprises*, how they may be governed, what means to be an entrepreneur “in the general interest of the community” and you will learn about the elements of a business model by using the *Business Model Canvas* and you may realize the business plan of your idea.

But mainly you will exercise your planning capacities and your ability *to work in a group, to take decisions together* and – if they were wrong – *to change them*.

So one general *rule is: arm yourself with imagination, patience and the desire to work together*. Yes, because this is the main issue to train on: you are not alone, you are starting (exercising) a collective business, you have to learn how to trust each other, how to feel stronger in a group, how to help each other and how to assume your individual and collective responsibility.

Social Seducement is an online game and you will be guided through the game step by step: sometimes you are forced to do something in a compulsory way, but there is a lot of space and time dedicated *to take a decision together with your group*.

*The first important rule is that you cannot play the game alone!!!*

This is primarily an educational game, so the learning is foregrounded. Players will learn about two aspects of setting up a collective social enterprise: the soft skills aspect of working together and the ‘harder’ business and social enterprise skills. *Pop up quizzes are offered throughout the game to assess particular behaviours, attitudes, skills*.

The system automatically adds up level of engagement.

Let’s start from the beginning of our game story:

A group of people in a European town meet up and are encouraged by a ‘magical person’ to get together to set up a collective social economy enterprise to benefit society and make a living for themselves. Following on from an incidental initial meeting in a café, the players are discovering that there are plenty of opportunities around, they only need to tap into their inner resources to find them and to overcome the challenges that get on their way!

During the course of the game, players are randomly assigned a leadership role at different stages of the game, which the group can choose to keep or re-assign. They are also invited to take up a range of business roles at the different levels to enhance learning and discovery of innate talents and skills.

Throughout the game, you are supported by a facilitator – or game master (the magical person).

Players are scored individually and as a group. Points are accumulated as tasks are completed and challenges mastered. These points can be spent on furnishing the group's office, which is a group choice. Here, players have a choice: they can furnish the office with either or both hyper commercial items (representing commercial success) or social items (representing the social impact aspect of the social enterprise). The aim is to have, at the end of the game, a combination of both. This achieves maximum points. If either the social or the economic furniture is prioritised, points are deducted. If exclusively one option is chosen, players could be prompted.

The game is organized *in different levels and scenes in different spaces: flats, Café, Warehouse, Townhall*. You will be guided through the different steps. If you don't fulfil the provided tasks you cannot proceed and you have to follow the instructions.

- You have to register and you will be authenticated. When the registration procedure of the whole group (all the players) is finished, the game can start; you click to start and you will find the home screen with a row of buildings;
- Now you have to choose your avatar and you will be guided to the block of flats where you can find them. When all the players have done their choice you can proceed;
- You now will enter *the café* to know each other better. You will be guided to chat together presenting yourself supported by some questions. All of you have to participate in the presentation round otherwise the game doesn't go further.
- In the Café you also will meet the facilitator (a magical person appearing) and s/he will help you to meet some already experienced social entrepreneur who may tell you his story.
- After learning something more about social economy enterprises through at least one story you have to read and discuss, the facilitator motivates you to start to work on your own plan for developing a social enterprise. You have to *book for a meeting* otherwise you cannot proceed. One of you will be assigned as task leader/spokesperson. You can keep the random assignment or change it through a voting mechanism.
- In the empty *warehouse*, you will find a working space to discover and a *blackboard* and you will start to work on your social economy idea. If you need inspiration, you can look at the *library* and find some other stories from real life. The spokesperson/task leader has to write ideas on the board and you have to agree at least on planning one of these ideas otherwise you cannot go further. Doing this, you learn more about yours and each other's skills. Step by step you can achieve *credits* that you may use to furnish your office. At the end of this task, and in order to go further, you need again to *book a meeting* and a spokesman/task leader for the next level will be assigned automatically or elected.
- Going back inside your *slightly more furnished workspace* you will now go back to your social economy business idea written on the board and you will discover the *Business Model Canvas* and the nine blocks that will be grouped in chunks. At the end of looking through it you have to decide which chunk you will do first. PLEASE USE ALWAYS THE CHAT TO DISCUSS. If you need inspiration or more information on the *Canvas* you can find them in the library. There will be a quiz at the end of discussing about *where to start*.: each player has one vote for the best answer, the majority wins. REMEMBER ALWAYS:

You need to book a meeting to continue to the next level and to answer the quiz you will find at each level. Continue button can only be pressed once the meeting has been scheduled. A meeting can only be scheduled once all the tasks are completed. If done before, an error message pops up. Once the meeting is scheduled, continue button can be pressed to go to the next level via the town square screen. System automatically assigns a new task leader / spokesperson for the next level, which the group can keep or overrule.

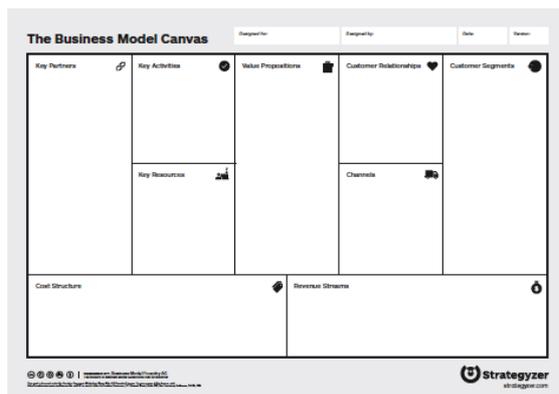
- REMEMBER ALSO: ONCE YOU FINISHED ONE TASK YOU WILL ALWAYS BE REDIRECTED TO THE HOME SCREEN WITH IS THE TOWN SQUARE!!!
- Now your task is the work on the different CHUNKS of the CANVAS BUSINESS MODEL.

The best place is the town hall library. But when you get to this level, you first have to discuss the business roles you want to take up when working through this level. Decisions are recorded on the white board by the task leader. Then you can start to discuss.

Figure 1: *BMC reminder*<sup>6</sup>  
**Business Model Canvas Reminder**

The Business Model Canvas is a strategic management and lean startup tool. It is a visual chart composed of nine essential building blocks that describe how a business creates, delivers and captures value. The Business Model Canvas is used to design, test, and build new business models or to document, discuss, and manage existing ones.

[strategyzer.com/canvas](http://strategyzer.com/canvas)



**Customer Segments**

are the groups of people and/or organizations a company or organization aims to reach and create value for with a dedicated Value Proposition.

**Value Propositions**

are based on a bundle of products and services that create value for a Customer Segment.

**Channels**

describe how a Value Proposition is communicated and delivered to a Customer Segment through communication, distribution, and sales Channels.

**Customer Relationships**

outline what type of relationship is established and maintained with each Customer Segment, and they explain how customers are acquired and retained.

**Revenue Streams**

result from a Value Proposition successfully offered to a Customer Segment. It is how an organization captures value with a price that customers are willing to pay.

**Key Resources**

are the most important assets required to offer and deliver the previously described elements.

**Key Activities**

are the most important activities an organization needs to perform well.

**Key Partnerships**

shows the network of suppliers and partners that bring in external resources and activities.

**Cost Structure**

describes all costs incurred to operate a business model.

**Profit**

is calculated by subtracting the total of all costs in the Cost Structure from the total of all Revenue Streams.

CHUNK 1 groups the Customers Segments that will use/buy the services or products, the Value Proposition and of course the Revenue Stream that will be generated

<sup>6</sup> from <http://www.businessmodelgeneration.com/canvas/bmc>

CHUNK 2 groups how customers will be acquired and retained (CUSTOMERS RELATIONSHIPS) and how, through which channels (CHANNELS), it will be communicated with the customers, how value propositions will be delivered

CHUNK 3 helps to describe the KEY ACTIVITIES (all the activities needed to have the organization functioning well), the KEY RESOURCES (assets necessary to offer the services and products), the KEY PARTNERS (suppliers and partners that bring external resources and activities), and at least the COST STRUCTURE (description of all the costs to operate)

The game will follow the BMC model. The picture describes graphically how we have clustered the different parts and how they become, together with additional documents, the business plan.

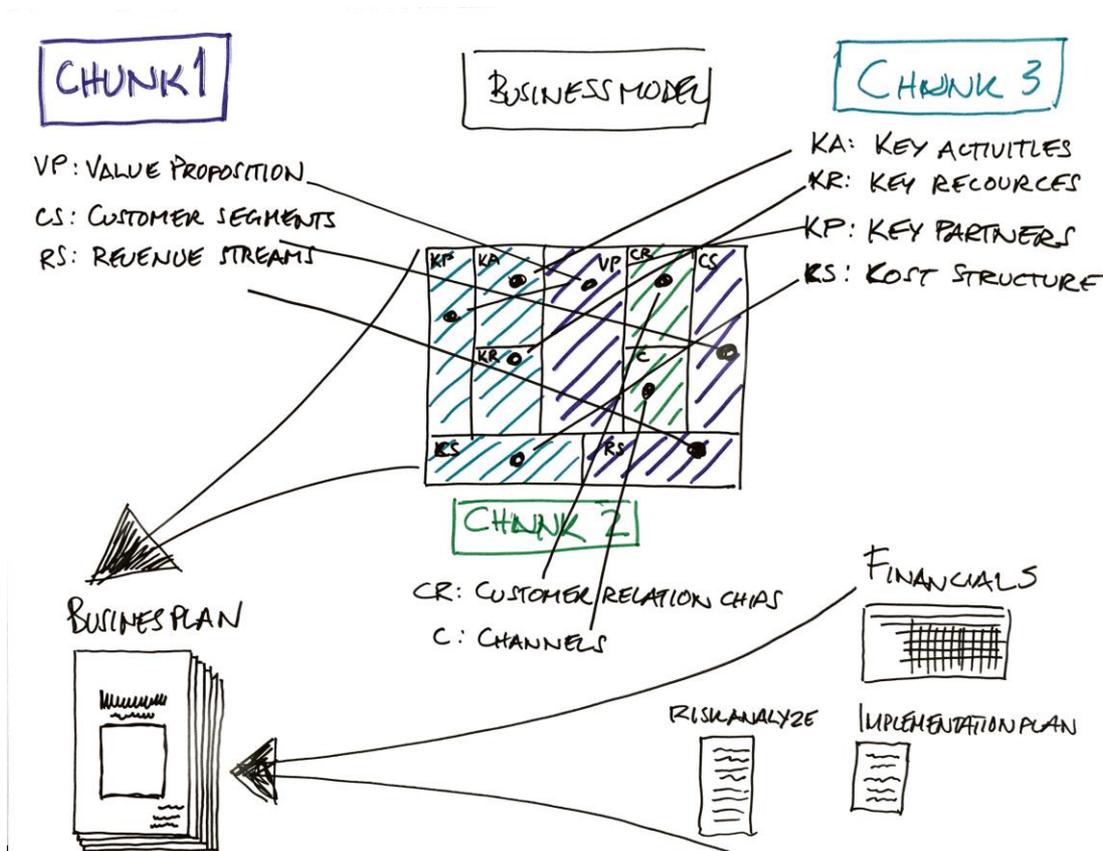


Figure 2: Game Chunks related to the BMC

You have to follow the game flow in order to complete your work.

## SECTION 5 HOW TO COMPLETE YOUR PLANNING ACTIVITIES WITH GAME “OFF”

You may want to continue to use the game when you are not playing with your group in order to read the training material or to control the progress of your business model.

But it would be much more important to use your free time to research in the reality, in your community some of the items, issues, plans you are working around in the game.

Try to apply the things you learned and to discover the real opportunities in your community. Where will you find the money to finance your plans? Who will help you? Who will be your clients, costumers, partners?

Tell to your friends about your plans, use the social networks to communicate, to find connections and fans, to speak to your costumers segments, to ask them about which kind of products or services they would prefer.

You want to become a social entrepreneur that means that you have to communicate with your community, to understand what is needed and how you may organize providing the services and products “in the general interest of the community”. Don’t hide your plans, tel them about your planning activities. Find partners, stakeholders, shareholders, friends, costumers. You cannot do it during the game, you have to do it in addition to.

If you find the time and the energy to continue your planning activity in your real life you will find many reasons and elements to change your mind and to discuss in a more realistic way with your group.

**REMEMBER:** the more you research, understand and plan before really setting up your enterprise the more you will be able to control after, less you will risk in a dangerous way.

We will provide some practical exercise to do “offline”.

## SECTION 6 WHO MAY USE THE GAME AND HOW

Social Seducement is a game that maybe used in many different situations but you have to remember that it is a game to be played in a group, not less than 4 persons and a facilitator/game master is needed.

Social Seducement can help you to plan and manager a Social Economy Enterprise. It’s important that you are really motivated to do so. Social Seducement isn’t an easy and entertaining game for your freetime but a serious training tool.

Maybe you may need help in order to use it in the best way.

You may find some help in a already existing Social Economy Enterprise in your community or in the employment office, a training organization.

You also can ask for help directly to us.

*This chapter will be developed further on after the piloting action and the training course. The group of Social Seducement facilitators will become active but also the VET and traing organizations involved.*

## SECTION 7 ANNEXES:

### 1. THE BUSINESS ROLES

Management	Administrative competences Oversight Managerial Social Responsible Motivated Extrovert Risk awareness Planner Attention to resources (Human & Material) Organizational Team leader Model
Sales	Administrative competences Social oriented Communicative Good to listen Constance Rescillience Extrovert Empahty Result-oriented
Marketing	Administrative competences Analytical Creative

Understanding  
Wish to understand the world  
Capacity to develop (product, service)  
Vision  
Communitative

Empathy  
Curiosity  
Social oriented  
Social attended  
Extrovert

Finance

Administrative competences  
Attention to details  
Analytical  
Steadyniess  
Control  
Mathematical skills  
Serviceminded  
Responsible  
Precise  
Consistent

Production

Administrative competences  
Planning  
Attention to details  
Accuracy  
Attention to quality  
Community

## THE BUSINESS MODEL CANVAS AND THE CHUNKS

