

Intellectual Output 06

Social Seducement RPG model validation report

Control Sheet

Project title	Social Seducement Embracing vulnerability in entrepreneurship development
Programme	Erasmus+
Project n°	2014-1-UK01-KA200-001830
Intellectual Output	IO6
Authors	Joe Cullen, David Drabble
Contact details	d.drabble@tavinstitute.org
Contributors	Kerstin Junge
Date of Delivery	11.08.2017
Abstract	This document summarizes all evaluation results, gives recommendations for improving the Social Seducement RPG model and gives an executive summary.
Approval Status:	
Dissemination level	Public
Available at :	www.socialseducement.net
Peer Reviewer (date)	

Document Log

Version	Date	Comments	Author(s)
1.0	12.07.2017	Draft contents and skeleton structure of Social Seducement RPG model validation report	DD
2.0	07.08.2017	Final draft of formative evaluation shared with external evaluator	DD
3.0	08.08.2017	Final draft of deliverable incorporating external evaluator's sections	JC
4.0	28.09.2017	Internal quality assurance completed	HS, KJ
Final version	25.10.2017	Assembled version of the IO, final	JC, DD

About Social Seducement

The Social Seducement game was 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 aimed to develop the key competences and skills of adults with disadvantages, and in particular unemployed adults, to help them start up a collaborative enterprise.

The project was delivered by six European partner organisations: Coompanion (Sweden), Ecobyte (Italy), Le Mat (Italy), REVES (Belgium), Tavistock Institute of Human Relations (United Kingdom) and UNIR (Spain). Social Seducement set up an educational process which mobilised unknown or hidden capacities of players via an empowering learning process.

This was done by:

- **Designing an online role-play game** (called SocialPlaNet) to develop, enhance and promote social entrepreneurial skills
- **Enhancing collaboration among training centres, employment agencies, social economy enterprises** to test the Social Seducement online game
- **Establishing a European network of facilitators** who had 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 aimed to strengthen the cooperation between education and training, work and the social economy, non-profit and voluntary sectors, in a EU dimension, maximising impacts for individuals and the game. The game was piloted across each of the partner countries, with groups including unemployed disabled and non-disabled adults, arts and enterprise students, migrant communities, these guidelines have been developed.

Following the piloting, dissemination of the Social Seducement game has taken place, to promote the game as a tool for anyone wishing to develop social enterprise ideas into reality and/or get inspired about social entrepreneurship. This guide is available online to support anyone who wishes to run the game.

To find out more about the game, its outcomes and to gain access to the game, please visit the website: www.socialseducement.net.

Executive summary

This validation report provides a summary of all validation results, giving recommendations for fixing errors, and improving the quality of the Social Seducement RPG model. The formative evaluation examines the Social Seducement partnership and model in detail, analysing which aspects of the game were most effective. The summative evaluation provides an in-depth analysis of the results of the project, at the level of the player, facilitator and external environment. Using a Theory of Change based approach, the summative evaluation assesses the outcomes and impacts of the project from a social and educational perspective.

This report is split into four parts:

Part 1 – Introduction - includes the aims and objectives of the piloting process and an overview of the methodology used in the formative and summative evaluations.

Part 2 – Formative evaluation – this part is split into two sections. The first section looks in detail at the structure, the agreed objectives and the collaboration of the Social Seducement partnership, outlining the challenges that were overcome by the partners in meeting the project objectives. The second section analyses the mechanisms that produced positive outcomes in the project, finding that the formation of strong teams and the presence of committed facilitators were the key factors in the successful execution of the game.

Part 3 – Summative evaluation – this sets out the methodology used; data sources accessed; the main findings of the summative evaluation and their implications. The evaluation concludes that the project largely met its objectives, activities and output targets. It finds that participation in the project significantly increased participant awareness and knowledge of social enterprises and social entrepreneurship. This in turn has increased the likelihood that some participants will go on to join or set up social enterprises. Participation also had a significant positive effect on self-efficacy and the acquisition and application of digital competences. Although no data are available on the actual impacts of the project, the evaluation suggests it has significant potential for scaling up and out, provided some adjustments are made.

Part 4 – Recommendations and conclusion gives an overview of the results of the evaluation and provides suggestions for how SocialPlaNet can be improved and become sustainable.

An ANNEX provides a full report on the Participant Survey.

Resumen ejecutivo

Este informe de validación proporciona un resumen de todos los resultados de la validación, dando recomendaciones para corregir errores y mejorando la calidad del modelo RPG de seducción social. La evaluación formativa examina en detalle la asociación y el modelo de Social Seducement, analizando qué aspectos del juego fueron más efectivos. La evaluación sumativa proporciona un análisis en profundidad de los resultados del proyecto, a nivel del jugador, facilitador y entorno externo. Utilizando un enfoque basado en la teoría del cambio, la evaluación sumativa evalúa los resultados e impactos del proyecto desde una perspectiva social y educativa.

Este informe se divide en cuatro secciones:

Parte 1 - Introducción - incluye los objetivos y objetivos del proceso de pilotaje y una visión general de la metodología utilizada en las evaluaciones formativa y sumativa.

Parte 2 - Evaluación formativa - esta parte se divide en dos secciones. En la primera sección se analizan en detalle la estructura, los objetivos acordados y la colaboración de la sociedad de Seducción Social, destacando los desafíos que superaron los socios en el cumplimiento de los objetivos del proyecto. La segunda sección analiza los mecanismos que produjeron resultados positivos en el proyecto, encontrando que la formación de equipos fuertes y la presencia de facilitadores comprometidos fueron los factores clave en la ejecución exitosa del proyecto.

Parte 3 - Evaluación sumativa - se expone la metodología utilizada; Fuentes de datos a las que se accede; Los principales hallazgos de la evaluación sumativa y sus implicaciones. La evaluación concluye que el proyecto cumplió ampliamente sus objetivos, actividades y objetivos de producción. Se encuentra que la participación en el proyecto aumentó significativamente la conciencia de los participantes y el conocimiento de las empresas sociales y el emprendimiento social. Esto a su vez ha aumentado la probabilidad de que algunos participantes se unan o creen empresas sociales. La participación también tuvo un efecto positivo significativo en la autoeficacia y en la adquisición y aplicación de las competencias digitales. Aunque no hay datos disponibles sobre los impactos reales del proyecto, la evaluación sugiere que tiene un potencial significativo de ampliación y ampliación, siempre que se realicen algunos ajustes y mejoras.

Parte 4 - Recomendaciones y conclusiones ofrece una visión general de los

resultados de la evaluación y ofrece sugerencias sobre cómo se puede mejorar y hacer sostenible SocialPIaNet.

Un **ANEXO** proporciona un informe completo sobre la Encuesta de Participantes.

Sintesi

Questo rapporto di convalida fornisce un riepilogo di tutti i risultati della convalida, fornendo suggerimenti per risolvere gli errori e migliorare la qualità del modello di Social Seducement RPG. La valutazione formativa esamina in dettaglio il partenariato e il modello di Social Seducement, analizzando quali aspetti del gioco sono stati più efficaci. La valutazione sintetica fornisce un'analisi approfondita dei risultati del progetto, a livello del lettore, del facilitatore e dell'ambiente esterno. Utilizzando un approccio basato sulla teoria del cambiamento, la valutazione sommaria valuta gli outcome e gli impatti del progetto da una prospettiva sociale e educativa.

Questo rapporto è suddiviso in quattro sezioni:

Parte 1 - Introduzione - comprende gli obiettivi e gli obiettivi del processo di pilotaggio e una panoramica della metodologia utilizzata nelle valutazioni formative e summative.

Parte 2 - Valutazione formativa - questa parte è suddivisa in due sezioni. La prima sezione esamina in dettaglio la struttura, gli obiettivi concordati e la collaborazione del partenariato Social Seducement, che descrive le sfide che i partner hanno superato per raggiungere gli obiettivi del progetto. La seconda sezione analizza i meccanismi che hanno prodotto risultati positivi nel progetto, constatando che la formazione di squadre forti e la presenza di facilitatori impegnati sono stati i fattori chiave per la buona esecuzione del progetto.

Parte 3 - Valutazione sommaria - definisce la metodologia utilizzata; Sorgenti di dati accessibili; I principali risultati della valutazione sommativa e le loro implicazioni. La valutazione conclude che il progetto ha in gran parte soddisfatto i suoi obiettivi, gli obiettivi e gli obiettivi di produzione. Ritiene che la partecipazione al progetto ha significativamente aumentato la consapevolezza dei partecipanti e la conoscenza delle imprese sociali e dell'imprenditoria sociale. Questo a sua volta ha aumentato la probabilità che alcuni partecipanti continueranno ad aderire o ad istituire imprese sociali. La partecipazione ha inoltre avuto un significativo effetto positivo sull'autofiducia e sull'acquisizione e l'applicazione delle competenze digitali. Sebbene non esistano dati sull'impatto effettivo del progetto, la valutazione suggerisce di avere un potenziale significativo per aumentare e ridurre i costi, a condizione che siano stati apportati alcuni aggiustamenti e miglioramenti.

Parte 4 - Le raccomandazioni e la conclusione forniscono una panoramica dei

8

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.

risultati della valutazione e forniscono suggerimenti su come SocialPlaNet può essere migliorato e diventato sostenibile.

Un'ALLEGATO fornisce una relazione completa sull'analisi del partecipante.

TABLE OF CONTENTS

<u>1</u>	<u>INTRODUCTION</u>	<u>11</u>
1.1	FORMATIVE EVALUATION METHODOLOGY	12
1.2	SUMMATIVE (OUTCOME) EVALUATION METHODOLOGY	14
<u>2</u>	<u>FORMATIVE EVALUATION</u>	<u>16</u>
2.1	THE SOCIAL SEDUCEMENT PARTNERSHIP	17
<u>3</u>	<u>SUMMATIVE EVALUATION</u>	<u>32</u>
<u>4</u>	<u>THE THEORY OF CHANGE MECHANISMS</u>	<u>63</u>
<u>5</u>	<u>RECOMMENDATIONS AND CONCLUSION.....</u>	<u>74</u>
	ANNEX I: ANALYSIS OF PARTICIPANT SURVEY DATA	79
4.	OUTCOMES ANALYSIS – COMPARISON OF BASELINE AND FOLLOW-UP DATA	85

1 Introduction

Social Seducement is an Erasmus+ funded research and development project that ran for three years between September 2014 and August 2017. Through a facilitated online group role-playing game, it aims to develop key competences of disadvantaged adults and to help them to start up social enterprises.

The evaluation of Social Seducement focuses on learning, helping the project adapt to the environment, and enabling the project to achieve maximum impact now and in the future. There are two main learning aims for the evaluation, internal, and external, as outlined in the proposal:

“To assure a high quality standard of the tasks performed during the entire project and to assure a learning process both for the internal and external stakeholders, improving how the project is managed and delivered and creating “knowledge” to be shared and used in the medium and long term. This evaluation is considered as a key tool to support the sustainability and exploitation of the training once the project is over. Thus, the aim of this task is that the partners are able to adapt to changing external conditions and to improve its social and educational impact.”¹

The evaluators understand Social Seducement to be a skills- and capacity-based educational intervention for adults. Whilst the evaluation is relatively small in scale, it has two broad functions: to help shape the project to achieve maximum results (formative evaluation), and to assess the outcomes of Social Seducement (summative evaluation). The remit of the formative evaluation is to understand how the inputs from the partnership are producing results whilst the outcome evaluation focuses on accurately measuring and judging the external results of the project. The evaluation has been designed to improve the delivery of the project and to develop knowledge about the effects of the game and the project as a whole.

An external evaluator (Arcola Research) was appointed to conduct the analysis of the summative evaluation and to input into the indicator development to ensure it accurately measured the project’s objectives and outcomes. Whilst the data collection for the outcome evaluation has been carried out by internal evaluators, the external evaluator was solely responsible for the analysis and write up; section 3

¹ Project proposal.

(*Summative Evaluation*) is written entirely by the external evaluator. This was to ensure a degree of independence for the outcome evaluation and less potential for bias in the results write up. Due to overlap of topics, Section 4 (*Plausibility of the Theory of Change Mechanisms*) was written as a collaboration between the internal and external evaluators.

Although formative evaluation is commonly contrasted with outcome evaluation, the two types of evaluation are complementary. The process of formative evaluation may be an important component in outcome evaluation; formative evaluation can produce early outcome measures which serve as interim markers to programme effects; and by tracking changes and linkages between inputs, outputs and outcomes it can help to identify causal mechanisms that can inform outcome assessment. Formative evaluation complements outcome evaluation and is essential for trying to understand why a project works or does not, and what other factors (internal and external) are at work during a project's life. Given this, understanding how the project is run is an important aspect to the results of the project. Due to this dual focus, the subjects of the evaluation are both internal and external, and the report is structured in two main parts, the formative evaluation followed by the summative evaluation.

1.1 Formative evaluation methodology

Formative evaluation is important in behaviour change interventions such as Social Seducement because they are delivered in complex settings and require careful monitoring of processes in order to respond to emergent properties and any unexpected outcomes.² Forsaking formative evaluation may mean that an evaluation cannot observe and capture feedback that may improve the implementation of a project, and therefore reduces the likelihood of successfully achieving the desired outcomes.³

Formative evaluation is essential for trying to understand why a programme succeeds or fails, and what factors are at work. Large scale programmes are often marked by a discrepancy between formal programme theory and what is

² http://evaluationtoolbox.net.au/index.php?option=com_content&view=article&id=24:formative-evaluation&catid=17:formative-evaluation&Itemid=125

³ http://evaluationtoolbox.net.au/index.php?option=com_content&view=article&id=24:formative-evaluation&catid=17:formative-evaluation&Itemid=125

implemented locally. Formative evaluation can help determine whether the substantive theory behind the programme is flawed, whether the evaluation was deficient, or if implementation failed to pass some causal threshold.

The purpose of formative evaluation is both clarification and assessment of implementation. Throughout the project this has helped to create a feedback channel from the ground to the project management so that learning can be acted on. Establishing channels of communication helps to support the dissemination of information and allows organisational members to learn from one another in ways that contribute to new insights and shared understandings.

Formative evaluation activities include the collection and analysis of data over the lifecycle of the project and timely feedback of evaluation findings to project actors to inform ongoing decision-making and action (i.e. it is a form of operational intelligence). It requires an effective data collection strategy, often incorporating routine project documents alongside more tailored evaluation activities. Specifically for the Social Seducement project's formative evaluation, we used the following methods:

- Interviews with project partners;
- Surveys of partners following coordination meetings;
- Training surveys for facilitators;
- Project documents such as meeting minutes and internal governance documents.

The formative evaluation was also informed to a lesser extent by the following methods:

- Interviews with facilitators;
- Theory of change mapping;
- Indicator development;
- Routine monitoring of project implementation;
- Pre- and post- surveys for gamers;
- Telephone interviews with gamers.

For formative evaluation, methods that are capable of picking up subtle changes and the complexities of the organisational context and wider policy environment are particularly suitable. This has led us to primarily use a mix of qualitative interviews and formal project documents.

1.2 Summative (Outcome) evaluation methodology

Summative (often called ‘Outcome’) evaluation has a different approach to formative evaluation as it is concerned primarily with measurement of results. An accurate measure of what the project achieved is helpful for several purposes: accountability to the client, learning about what works, and increased pressure throughout the project lifecycle to achieve impact. For the sustainability of this project, it is also useful to have a robust evidence-base to convince others that the game is worthwhile taking part in as it has led to real-life impacts.

The summative evaluation's purpose is to “assess whether the results of the object being evaluated (in this case the Social Seducement project) meet the stated goals”. These goals – or expected impacts - were defined by the project in terms of the ‘enabling factors’ needed to successfully realise five ‘strategies’:

- Acquisition of entrepreneurial capacities by the project beneficiaries;
- Promotion of the cooperative enterprise model and culture of self-entrepreneurship;
- Local capacity development;
- Capacity development for local civil society, cooperative entrepreneurs and governmental institutions;
- Advocacy and social mobilisation to address the underlying causes of vulnerability

The longer-term ultimate goal of the project aims to contribute to EU economic growth and reduce social exclusion, through setting up a sustainable EU system to assist people with disadvantages in starting a business.

To assess whether these goals have been met, the summative evaluation needs to answer the following questions:

1. Is inclusive entrepreneurial activity growing? Where are the gaps?
2. Are the activities relevant to beneficiaries’ perceived needs? Are the beneficiaries those with the greatest need?
3. Is the delivery method appropriate? Are there key barriers not addressed by the project?

4. Was there a change in attitudes to entrepreneurship and self-employment due to Social Seducement?

The main planning tool for the evaluation is Theory of Change (ToC). Theory of Change is an established theory-based evaluation method which defines the building blocks that are required to achieve a long term aim. The Theory of Change method is particularly useful when programmes adapt to changing circumstances and when outcomes are uncertain, as is likely in this project given its joint activities of research and implementation.

The ToC method has two key parts: first, conceptual (developing the causal model that underlies a programme - which mechanisms will result in changes - and using this model to guide the evaluation); and second, empirical (testing this theory of change to investigate how a programme causes intended or observed outcomes). For the Social Seducement evaluation, ToC maps were produced early in the project and continued to be developed during the evaluation in light of new data and changes in the project's approach.

By using the causal logic that links the project activities to the expected changes (results) in the target groups, it will provide a roadmap towards Social Seducement's expected outputs and results to be implemented in synergy to:

- Map and assess against expected outputs and results;
- Demonstrate the use of indicators to track progress towards the achievement of results;
- Create knowledge to be used in the sustainability and exploitation of the project.

The outcome evaluation had two stages: first, indicator development and second, measurement of these indicators.

The first stage was defining 'success' in this project. The indicators used to measure success in Social Seducement are a combination of both quantitative and qualitative factors to examine differences in results for vulnerable groups. The indicators were designed to clearly track progress towards achievement of the expected results. Developing indicators was vital to understand the scope of the evaluation in terms of what is possible to evaluate within the resources of the project. For instance, the formation of new social enterprises was difficult to measure directly due to the project (and hence evaluation) timescale and so a number of proxy measures were used as part of a survey, alongside qualitative measures assessed during interviews

– for example knowledge and understanding of social enterprises; intention to join a social enterprise; intention to set one up in the future.

The measurement stage of the summative evaluation involved some of the same methods as the formative evaluation (training surveys for facilitators, pre- and post-surveys for gamers and online focus groups for gamers) in addition to the collection of monitoring data by the project partners. This monitoring data recorded the number of players, trained facilitators, number of games and business plans produced, as well as any other necessary information.

2 Formative Evaluation

Social Seducement is an innovative research and development education project. The initial stages of the project concentrated on development of the game and its environment, analysis of the target group's needs, and design of training materials and learning structure. The pilot game was run by facilitators who each had cohorts of players who were often from disadvantaged backgrounds. These facilitators required recruitment and training, whilst the player cohorts required selection criteria, marketing and recruitment. These groups of players were given the opportunity to collectively role-play starting a social enterprise, and were given scenarios to navigate. When completed, the groups gained business model canvases as key output, and some formed business plans as a ultimate output of the game.

In order to understand the extent to which the project succeeded or failed in these activities, and what factors were at work, the primary evaluation questions of the formative aspects of the evaluation are grouped in two parts:

1. How well did the partnership work?
 - a. How was the partnership structured?
 - b. What were the agreed objectives?
 - c. How effective was the partnership in working towards its objectives?
2. What mechanisms were needed to fulfil the project's aims and objectives?
 - a. How well were these mechanisms implemented?
 - b. How did this implementation contribute to project outcomes?

The formative evaluation sections are split to answer these two sets of questions, with section 2.1 (*The Social Seducement partnership*) addressing the first set of formative evaluation questions and section 4 (*The Theory of Change Mechanisms*) addressing the second set of questions.

2.1 The Social Seducement partnership

The structure of the partnership

The project was designed to have a wide range of outcomes. To achieve these the partners needed a strong skills mix. The project partners were required to have a deep knowledge of several spheres including social entrepreneurship, structural disadvantages in the labour market, research, facilitation of groups, online serious game design, computer coding, and dissemination.⁴ Each partner (besides the game designers) needed to be able to manage the piloting of the game in their country as well as contribute to their technical tasks, whether game design, research or social entrepreneurship.

The project consortium of six partners managed to cover these specific areas of expertise as shown below:

- The Tavistock Institute of Human Relations (TIHR), based in the UK. TIHR is a not-for-profit research and evaluation consultancy organisation which applies social science across sectors in the UK and Europe. TIHR managed the project.
- The European Network of Cities & Regions for the Social Economy (REVES), based in Belgium. REVES represents and defends member organisations (local and regional authorities and social economy organisations) at the EU level.
- COOMPANION, based in Sweden. Coompanion offers information, advice and training in how to start sustainable businesses (especially co-operatives) to clients for free.
- European Social Entrepreneurs for Inclusive Community Tourism (LE MAT), based in Italy. LE MAT arranges visits to social entrepreneurs in Europe allowing tourists to participate in their lives and in their work.

⁴ For more details about the project pilot, see the pilot guidelines (IO6 A1).

- Universidad Internacional de La Rioja (UNIR), based in Spain. UNIR is a Spanish private university for online education which runs courses globally, including MOOCs (Massive Open Online Courses).
- Ecobyte, based in Italy. Ecobyte is a technical systems developer and provider for medium to large-sized businesses and public sector institutions.

This partnership includes technical partners, experts in disadvantaged groups, and evaluators. Between them, the partners have access to a number of educational associations, sector knowledge, digital dissemination methods, and have geographical coverage across much of Europe.

The structure of how the partnership agreed to work together is laid out in the Social Seducement Management Guidelines. Developed in the first months of the project, these guidelines represent a shared agreement for the project's structure and procedures. The guidelines cover: the structure of the partnership and roles; communication; project work-plan; quality management; document management and presentation; risk management and conflict resolution, and; financial management.

By clearly presenting and communicating these roles and procedures, the Social Seducement management formally established ways of working together by allocating responsibilities to each partner. The diagram below sets out this structure. Above the line, the management process is explained, including the governance of the project which has representation from each partner, and specific management roles for dissemination, finance and evaluation management. Below the line the operational structure is shown with each of the ten project Outputs having a responsible partner lead attached, and each Output having a series of activities, which also have specific activity leads.

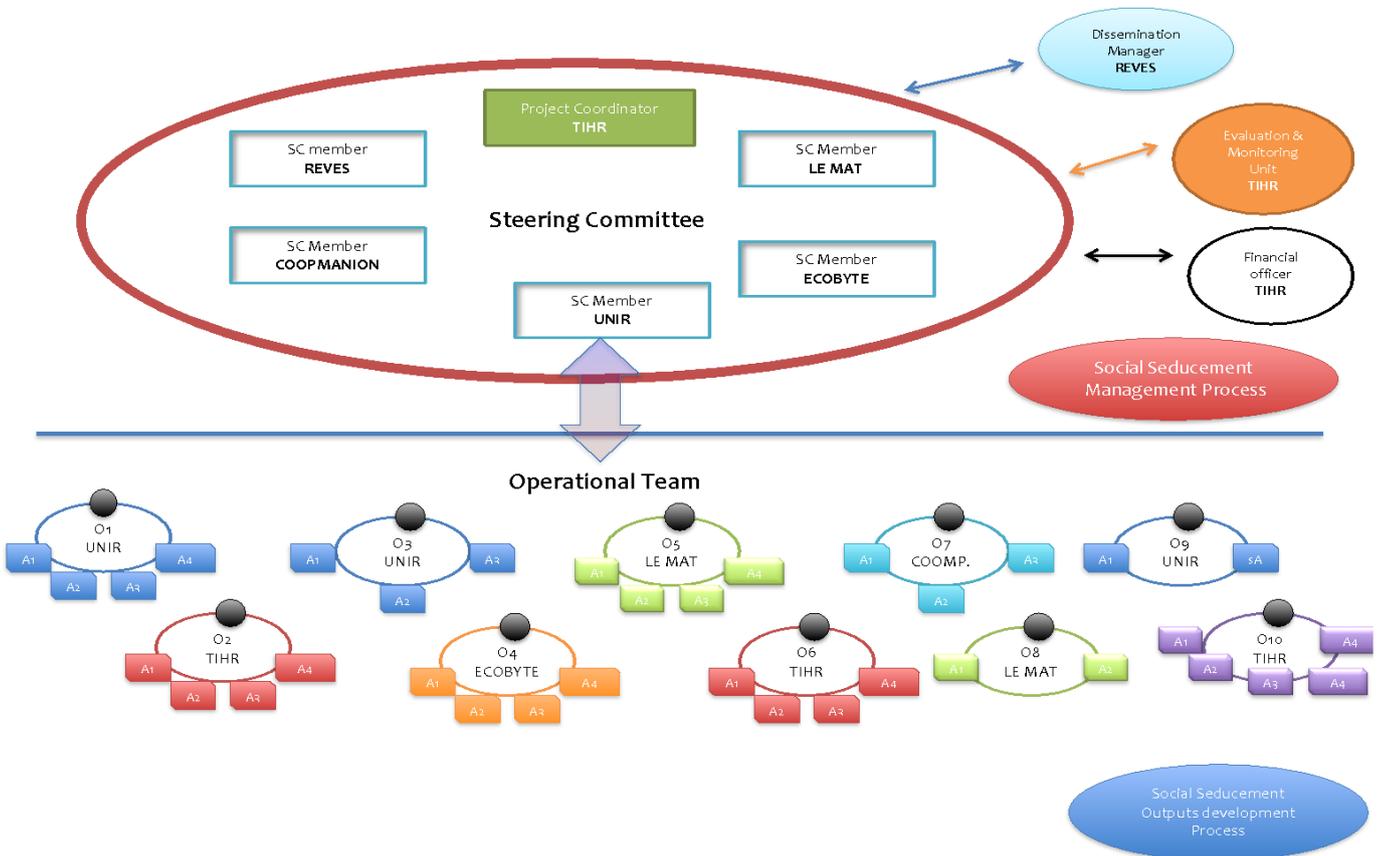


Figure 1: Structure of management roles and responsibilities in Social Seducement

The structure is notable for several reasons:

- By giving each partner responsibility for at least one Output, the risk of some partners becoming disengaged from the project was reduced.
- The steering committee represented all partners and so ensured a named lead for each organisation would have stronger buy-in to the project.
- Having additional roles described including Monitoring and Evaluation Manager, Dissemination Manager, Output Leaders, and Activity Leaders meant that most staff in partner organisations had clear roles and responsibilities. This ensured the involvement of many staff and gave them each a stake in the success of the project.

- Finally, the level of detail of each output and activity as well as the large number of work activities demonstrates the complexity of the project. This scale shows that it was very hard for any member to have a clear oversight of the state of the art of the project without continuous communication with all sides. The mutual dependancies of the partners also meant that it would be very damaging if one or more partner was not able to fulfil their tasks or 'dropped out' of communications.

This structure would be a source of strength in that it ensured meaningful interactions between partners throughout and buy-in from partners who each had clear responsibilities. The complexity and scale of the project would also be a cause of some confusion and frustration at certain points in the project.

Agreed partnership objectives

The main aim of the Social Seducement partnership was to enhance social entrepreneurship skills among disadvantaged groups by means of innovative training solutions based on serious gaming.⁵

The objectives of the project were therefore to:

1. develop and test an online role-play platform, designed to discover, enhance and promote entrepreneurial skills to set up and manage successfully a social economy enterprise;
2. increase learning retention by immersing learners in realistic scenarios and challenges;
3. enable formal and informal learning that overcome the boundaries of time and place;
4. empower learning in nonconventional methods making it more accessible to marginalised individuals.⁶

The focus on empowerment and entrepreneurship was due to disadvantaged groups facing particularly high risks of being marginalised in the labour market. At the time of the project proposal, labour market employment losses were concentrated among

⁵ IO9 Report.

⁶ IO9 Report.

temporary and permanent employees and overall there was job creation among the self-employed. Given this opportunity to take advantage of the growth in self-employment, the partners aimed to:

“identify and use the potential of on-line game to facilitate the access to training for unemployed adults, to increase productivity through fun, while allowing the shift from costly and infrastructure-heavy training and development programmes to more flexible contextual learning models that allow people to develop emerging new skills showing how the gaming experience can fulfil the function of incubator.”⁷

Interviews with Social Seducement partners showed a large degree of agreement on what the project was trying to achieve, at an individual and systemic level. At the individual level, the ultimate aim was to help people improve their confidence, and then to improve their employment status. Partners also wished to see players progress on the assessment framework and finish the game with a better understanding of how to set up their own business. At a more basic level, the partners wished the players to have fun and to stay together throughout the game; without fulfilling these two criteria, the players were unlikely to achieve higher level outcomes.

At a systemic level, the most agreed upon objective was to create new social enterprises as a result of playing the game. In the short term, players should increase their intention to set up social enterprises and know how to implement their ideas. Eventually some players would set up social enterprises, as they had with the board game that SocialPlaNet was based on, Coopolis. The other systemic objectives mentioned by the partners were for a facilitators network to be established which would promote the use of gaming for training activities, and for the game to become part of the methods that employment agencies and education institutions use to train social entrepreneurs in the countries involved in the training.

These objectives were largely agreed upon by the partners. However the definition of an “online role-play platform” (objective one) in this instance was disputed. In particular there was a divide in terms of whether the project should produce a game or a training programme. This may well have been a symptom of the lack of agreement on definitions in the emerging serious games literature. For one partner,

⁷ IO2 report.

“The most important thing is that it is a game” and it should have included many gamification elements, such as random events. Other partners prioritised online training.⁸ For a third group of partners, there were no important differences between training and games: “I don’t see a contradiction between the fun aspect and the training.”⁹

Ultimately partners agreed on an online role-play platform should be a structured learning game with gamification elements such as buying furniture for the virtual ‘office’ as “the gaming experience as a learning experience will work if people have fun going into it.”¹⁰

For some partners who were more wedded to the idea of a more pure ‘game’ i.e. one with more playful elements, this compromise was difficult: one partner stated that “I learnt about the need for balance and compromise in projects – this is my first development project, the others were all research projects.”¹¹ The same partner has found that compromise has been key to the project’s success: what has worked well is “finding a balance in defending ones own position and compromising. We have pedagogical, technical and social partners.”¹² With this mix of partners from different disciplines and perspectives, developing a culture of compromise has led to a progressively clearer set of objectives, aims and shared definitions.

Some objectives were difficult to achieve and were later seen as not possible to fulfill:

- O1 (Guide for developing the game and its environment) aimed to achieve 70 cases of serious games but only found 20 which were sufficiently relevant. This was partly due to the state of the serious game market which was less developed when the project began.
- Several gamers were left disappointed with the game as they expected more game elements. Disappointment with lack of game elements is likely to occur with any ‘serious game’ unless the game is fully communicated before participants’ sign up.

⁸ Partner interview.

⁹ Partner interview.

¹⁰ Partner interview.

¹¹ Partner interview

¹² Partner interview.

Some objectives were challenging to fulfil but through collaboration and innovation were later addressed:

- Facilitator preparation was achieved with difficulty. Whilst facilitators fed back that the game was not 'ready' at the time of the week-long training session, it was as fully developed as it could have been at that point. The Consortium running the training experienced much stress in the run up to the training which spilled into the training week itself. These tensions likely influenced how the training was delivered and the facilitators' responses to it. A manual and other documentation was also developed following the training to help facilitators become more capable of running the game as effectively as possible. Few facilitators mentioned not being prepared for their first session which may be an indication that the various activities (training, the manual and documentation) were sufficient to prepare them.
- Some gamers reported to facilitators that they found the game had a steep learning curve. In response the Consortium developed a glossary on social economy terms. Many facilitators also spent extra time in their first game sessions to gently ease gamers into the social economy field through a wide-ranging introductory session.
- Many gamers experienced technical glitches. Bugs are understood to be an expected issue for a beta version of any game. The technical partner subsequently has received reports on these glitches and debugged the system. At present we understand that game does not have any major glitches.

Collaboration and ways of working

According to the Social Seducement Management Guidelines and interview data the following types of meetings were used in the management of the project:

- **Coordination meetings:** during the Social Seducement project there were five face-to-face coordination meetings (two per year), which involved all the partners in the consortium. The locations of the coordination meetings were: London (KOM, February 2015), Perugia (June 2015), Madrid (February 2016), Goteburg (November 2016) and Brussels (June 2017). These meetings were held in partners' offices.
- **Steering Committee Meetings:** The Steering Committee was convened at least every six months to address topics of policy and to allow all partners to

23

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.

be informed about the project's technical, organisational and financial status and progress. These meetings took place during the coordination meetings and were important for maintaining the project's dynamics.

- **Monthly virtual meetings** (usually using Adobe Connect or Skype) involved all project partners. The purpose of these meetings was to share progress on specific activities and troubleshoot where necessary.
- **Ad hoc meetings** were held between output and / or activity leaders, or by the Steering Committee, to discuss implementation of intellectual outputs (e.g. overlaps and coordination needs between partners, activities, and IOs).

The five coordination meetings that took place were particularly important as they allowed the partnership to meet in person. The face-to-face meetings afforded the partners a forum to address areas of disagreement and come to a clear consensus about the game, the roles of the partners, and how this complex project would work in practice.

Surveys were taken of these coordination meetings which demonstrated the importance of these meet ups: "We are getting closer to a Social Seducement way of working in terms of understanding each other, exchanging competences and knowledge, support each other."¹³ The surveys featured praise for the organisation of the meetings, and the partners were commended for their professionalism during them. The partners' willingness to move forward despite difficulties was also noted. The meetings generally had few substantive criticisms besides lack of time to sufficiently work through the project's activity.

Overall, the face to face meetings in Social Seducement were seen as vital in ensuring that the project developed smoothly. The third meeting in particular helped uncover the critical points of the project and what needed to be done. One partner suggested at the time that even more meetings could be scheduled as they are crucial to moving forward collectively. The survey analysis of this third meeting shows that all aspects of the meeting were above average besides collaboration to prepare for the meeting. Also, most expectations were met and the meeting was very useful to two thirds of respondents.

¹³ Partner survey.

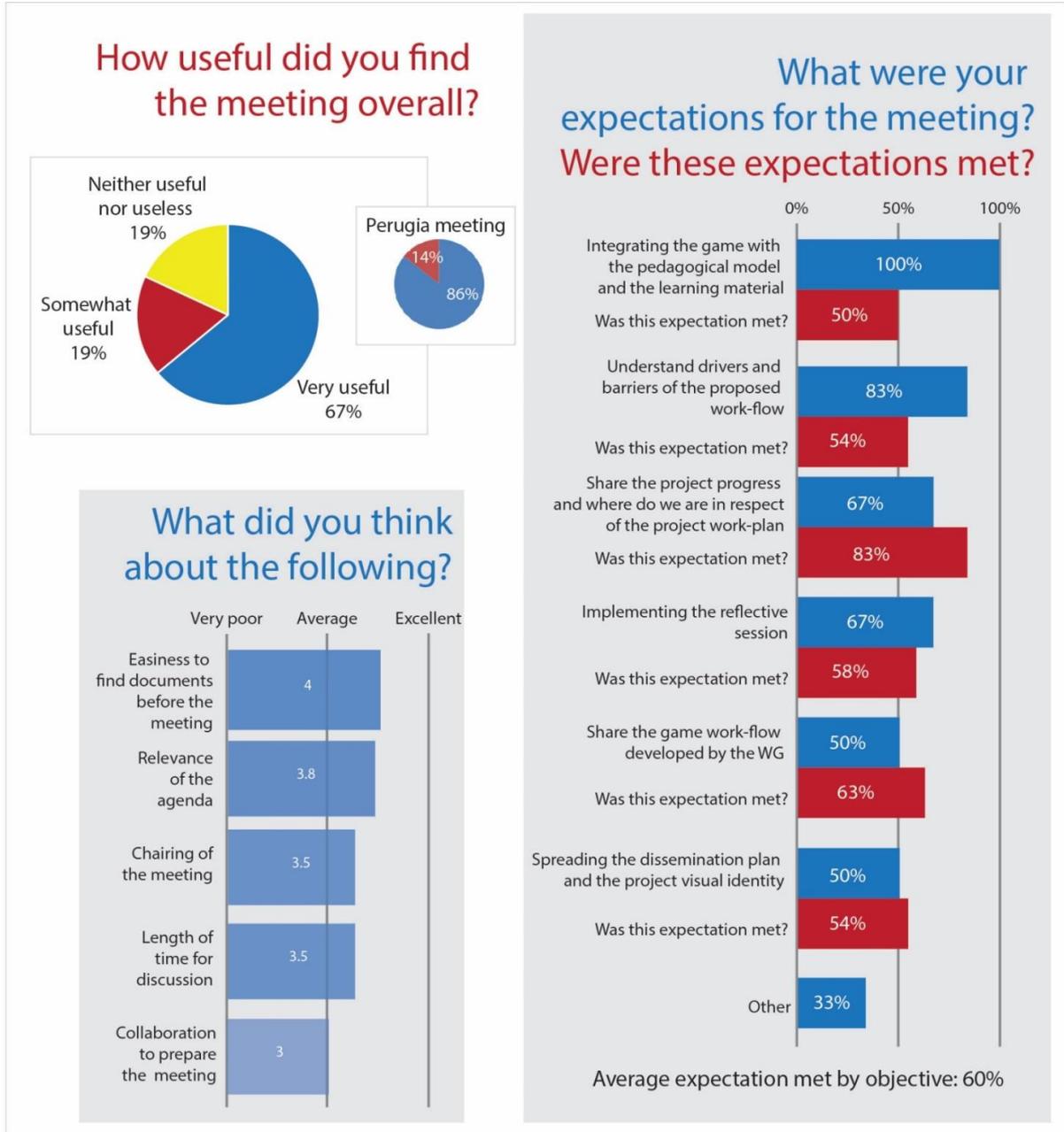


Figure 2: Survey results from the third Social Seducement Coordination meeting

Outside of project meetings, Basecamp was used for internal communication and distribution of key documents across the Social Seducement partnership. Basecamp

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.

was chosen for its functionality, as it provided a calendar function, a discussion forum, a text document function, to do lists and the possibility to share files. Basecamp hosted files that all partners should read (such as official project files, IOs and meeting minutes). As the version of Basecamp available at the time did not allow creation of folders, Dropbox was also used, mainly as a repository for literature and background information. For all other communication, an email list was created with all project partners' addresses. It is worth noting that the ICTs used could share audio and text but not video and so the only visual meetings would be the five coordination meetings.

The specification of regular meetings and ICT tools gave a clear (if potentially labour intensive) suite of communication tools. Despite this, some tools overlapped in functionality which created some confusion in the context of the number of tasks and outputs needed for a research and development project:

“We are using too many [ICT] tools. If you are not on the project all the time, you can't keep up.... There was a very good plan [to use the ICTs] but the outcome of the planning is not so good. The idea was to use the communications [tools] as we do now but it came out that some partners have problems with that... Others don't interact as much as if they were sitting face to face.”¹⁴

Keeping up with every ICT platform was difficult and may have led to some disengagement. Underlying this difficulty was a mild aversion to ICT-enabled communication in some partners. In the early stages of the project (between the first and third coordination meetings) these issues resulted in some serious communication problems. These issues came at a time when the partners were coming to a collective understanding of the roles, project tools and overall objectives of the project. In the first six months following kick off, project management was more loose, and discussions were often confrontational rather than constructive:

“People are communicating now; the period when the communication was weak it was very bad for the project. When the coordinator is present and pesters partners to give feedback then people react.”¹⁵

¹⁴ Partner interview.

¹⁵ Partner interview.

The project coordinator's role in creating a better functioning partnership prior to the second partner meeting was also emphasised by another partner:

“The coordination has become stronger and more present. Now we want to see that the game comes out.... The issues are resolved to our satisfaction. We realised that we had to give up fighting for this specific type of game, and the social partners had to give up the idea that the facilitator should be there all the time. The partnership group has developed now, and this can be seen now at project board meetings, where it was a bit of a fight. Now people are working together to develop the game.”¹⁶

Following delays with early outputs in the project, the collaboration process has also improved. Functional communication allowed the partnership to collectively agree the game's objectives:

“Commitment became stronger at a certain stage. We've been talking to each other a bit more informally. In December 2015 we clarified the objectives we wanted to achieve specifically, and the quality standard we wanted to achieve.”¹⁷

According to partners, one of the success factors was that the greed upon quality standard was maintained during the project.¹⁸ This standard was achieved despite occasional project design issues. For instance, a partner with strong IT skills without responsibility for design did have piloting responsibility despite lack of dissemination networks.¹⁹ Despite such challenges, this partner achieved their pilot beneficiary targets.

Collaboration at a distance with six very different partners was naturally challenging and whilst the initial task allocation cause some role confusion this was overcome over time by working through problems collaboratively:

¹⁶ Partner interview.

¹⁷ Partner interview

¹⁸ Partner interview.

¹⁹ Partner interview.

“At present, we’ve found a balance. This was very difficult really – we have lots of backgrounds and this is a real challenge. Some organisations were doing the jobs of others. Balance is very important in EU projects.”²⁰

This balance was achieved following intense and frequent communication between partners. This was both necessary and difficult early in the project when there were more conflicts between partners. By facing these conflicts and finding solutions, collaboration in the project improved. Although this required a lot of effort over time the partners found ways to work together effectively.

Discussion and conclusion

For the project to work as planned two types of groups were formed 1) at management-level, a well-functioning project partnership, and 2) at implementation-level, games that were well-run and produced positive impacts for the players through group processes. Evaluating the internal partnership and the online gamer groups required an understanding of the challenges inherent in partnership working and how groups are formed.

For the formative evaluation we used the Forming – Storming – Norming – Performing model of group development to understand the sequences that need to occur in both the partnership and the game cohorts. These four phases are all necessary in order for teams to grow, to face up to challenges, to tackle problems, to find solutions, to plan work, and to deliver results. This model is outlined in Figure 2Figure 3 below.

²⁰ Partner interview.



Figure 3: Forming, storming, norming and performing model

Using this model, it is clear that ‘Forming’ occurred following intense level of guidance from the Project Coordinator. This began before the second Coordination meeting and was associated with developing a ‘Social Seducement way of working’. The intervention from the Project Coordinator helped to clarify roles, objectives and make team decisions. Whilst it proved very labour intensive, this intervention helped to form a stronger group which could deal with the conflicts within the group.

A complicating factor in this instance is that the project is primarily virtual: the partnership is multi-national, the facilitated groups are based on virtual interactions, and the facilitator network will likewise be online. Given this, there are additional specific challenges to group-formation in the partnership, which met face to face five times over 2.5 years. Online partnerships have unusual issues that need to be addressed in order for functional groups to be formed. These are related to four issues:

- **Selection and use of appropriate communications tools:** forming groups around a task can be hindered greatly by inappropriate ICTs that do not allow timely and meaningful communication;

- **Building of trust between colleagues and gamers:** trust is difficult to build between people who have limited/no face-to-face contact and little prior collaboration;
- **Forming an inclusive collective identity:** there is a tendency for individuals who engage less in online groups to become peripheral to the group which is harder to correct in online settings;
- **Steering and enforcing leadership remotely:** leadership roles are harder to take up without physical presence and authority is easily eroded when nominal leaders are ignored.

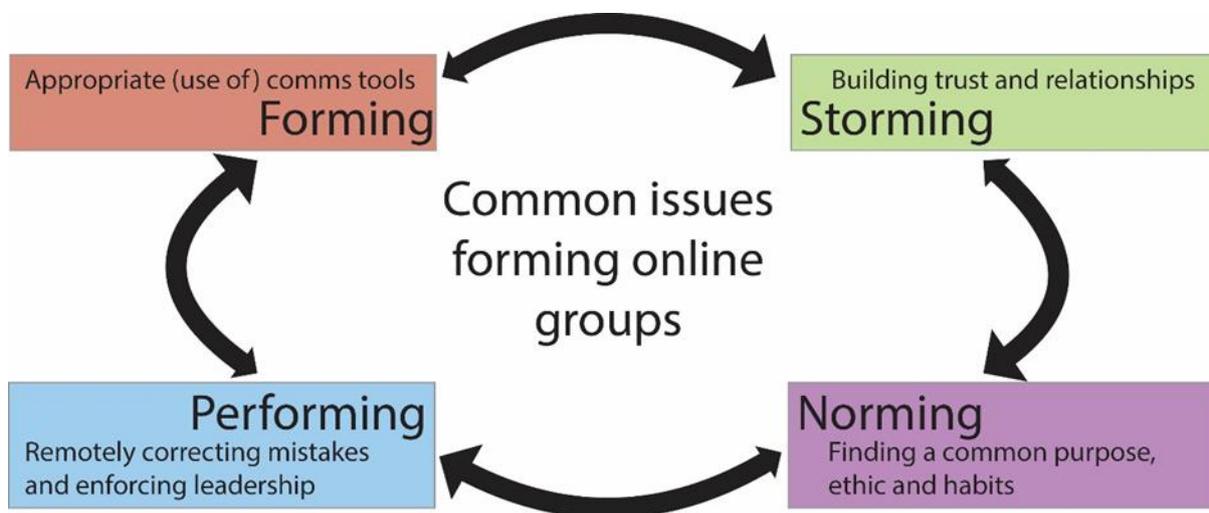


Figure 4: Common issues in forming online groups

The Forming – Storming – Norming – Performing issues for online groups are roughly sequential but often occur simultaneously and are not mutually exclusive: enforcing leadership is easier when using communication tools that are accepted and regularly used, forming a common purpose is often a precursor to having trusting relationships, and forming a group identity and trust is supported by good quality communication. In this instance, the suite of communication tools was complicated and required staying up to date with several platforms simultaneously. As not all partners continually monitored all ICT tools, forming a team became more challenging. Being disembodied also led to some team members interacting less, being quieter or less understandable, particularly for partners with poor English skills.

More substantially, trust developed swiftly at first but between the first and second coordination meeting the rapport in the partnership was undermined by poor communication from some partners and role confusion. These problems were compounded by difficulties amongst the partners to form an inclusive collective identity between the first and second coordination meetings. In the partnership there was initially a tendency for strong-minded individuals to disagree and create impasses which affected the project's progress and quietened other voices. Steering and enforcing leadership was initially difficult to enact remotely, particularly with little physical presence to 'resolve' disagreements and create a group. Due to the commitment of the partners and management, these issues became less challenging over time but the lengthy process of coming to a shared vision for the game led to delays in delivery.

As an international project with several nationalities, communication challenges remained throughout. One challenge was that EU countries do not share the same definitions for key concepts.²¹ For instance, social entrepreneurship has a very different definition and character in each of the pilot countries and remotely communicating these differences to find a commonly agreed definition took a substantial amount of time and effort. In addition, having all communication in English led to difficulties for some partners:

“It's not easy when you can't speak your own language. We never truly speak Italian to not exclude you English people. The Italian language is a more dialectical. But it's good in European projects you are forced to speak in English. For the feeling about a word in your own language is very different feeling.”²²

Linguistic differences could lead the partnership becoming 'stuck' on certain issues (such as whether the game would produce social enterprises or another form of organisation). Because the partners were committed to keep interactions with the whole group, eventually such problems were worked through together.

Overall, the partnership dealt with a number of intrinsic challenges by frequent whole-group communication. As with many multi-national partnerships, the challenges of dealing with multiple national contexts, disciplinary and sector

²¹ Partner interview.

²² Partner interview.

backgrounds, communication styles and linguistic abilities were substantial. As a research and development project there was a particularly strong mix of disciplinary backgrounds which created some misunderstandings and disagreements.

Whilst the project structure was clearly designed and compensated for this diversity by ensuring that partners had to work closely together, the close dependancies of different Intellectual Outputs meant partners had to rely on each other and clearly understand other partners' perspectives to proceed. This high intensity collaboration created some friction between partners and required a great deal of communication and compromise to generate agreement. In light of this, the partnership's commitment was commendable and allowed the project to continue more smoothly with a strong degree of uniformity across the five pilot countries.

3 Summative evaluation

Introduction

This part of the Report focuses on the summative evaluation of the RPG. Following Scriven (1991), summative evaluation can be defined as "assessing whether the results of the object being evaluated (program, intervention, person, etc.) meet the stated goals." (Scriven, 1991).²³ Summative evaluation is retrospective in scope, carried out at project end, and looking back over the project life-cycle to consider its achievements and results. In this evaluation, 'achievements and results' are considered together, as part of the 'results chain' that is mapped out in the project Theory of Change at the start of the project and which specifies expected outputs, outcomes and impacts and how these are linked to each other and to project activities. Drawing on a number of evaluation Guidelines (e.g. European Commission DG Regio²⁴; UK Big Lottery²⁵) the components of the results chain are defined as follows:

- Outputs are defined as 'the products produced by Social Seducement's activities'

23 Scriven, M (1991). "Beyond Formative and Summative Evaluation." In M.W. McLaughlin and ED.C. Phillips, eds., *Evaluation and Education: A Quarter Century*. Chicago: University of Chicago Press.

24 EUROPEAN COMMISSION (2013) EVALSED: THE RESOURCE FOR THE EVALUATION OF SOCIO-ECONOMIC DEVELOPMENT. BRUSSELS

25 CABINET OFFICE (2014). EVALUATION GUIDELINES

- Outcomes are sub-divided into two categories:
 - short-term (immediate) outcomes, defined as ‘the observed effects of the outputs on Social Seducement’s beneficiaries in terms of changes in attitude, belief or knowledge’
 - intermediate outcomes, defined as ‘reasonable evidence of changes in the behaviours of beneficiaries, or changes in structures and facilities, that result from what Social Seducement provides’
- Impacts are defined as ‘the broader or longer-term effects of Social Seducement’s outputs, outcomes and activities, and the contribution it makes to the over-arching high-level goal of contributing to EU economic growth and reducing social exclusion’.

Since demonstrating impacts requires data that can only be gathered over a time scale significantly beyond the timeframe of the project, it is beyond the scope of this evaluation. However, using the evaluation data that are available, this Report does reflect on the potential impacts Social Seducement could plausibly have over the longer term.

Methodology

In line with the overarching evaluation methodology for Social Seducement as a whole, the methodology for the summative evaluation is based on Theory of Change analysis. Theory of change analysis can be used to establish ‘attribution’ (the probability that action X will ‘cause’ result Y), in situations where experimental approaches cannot be applied, by identifying the ‘causal pathways’ between a project’s objectives, its activities, and its expected outcomes and impacts. Theory of change analysis draws evidence from different sources and stakeholders and triangulates this evidence to identify the factors that are likely to have ‘caused’ an effect within ‘Social Seducement’ (Pawson and Tilley, 1997; Weiss, 1995; Sullivan and Stewart, 2006). The Theory of Change model specifies the underlying assumptions of Social Seducement and so incorporates a number of hypotheses about how the activities carried out by Social Seducement as the project develops will promote changes at each stage of the project. In ‘summative’ evaluation mode, Theory of Change analysis essentially compares the ‘baseline’ Theory of Change established at the beginning of the project (focusing on the expected outputs and results identified in this baseline) with actual outputs and results to assess how far the project has travelled on its ‘change journey’. It therefore assesses the ‘distance travelled’ - towards the project’s expected outcomes and impacts. This can also contribute to establishing a ‘counterfactual’ for the project – what would likely have happened, and what are the likely implications for project beneficiaries, if Social Seducement had not been implemented.

The Theory of Change for Social Seducement is illustrated in Figure 5.

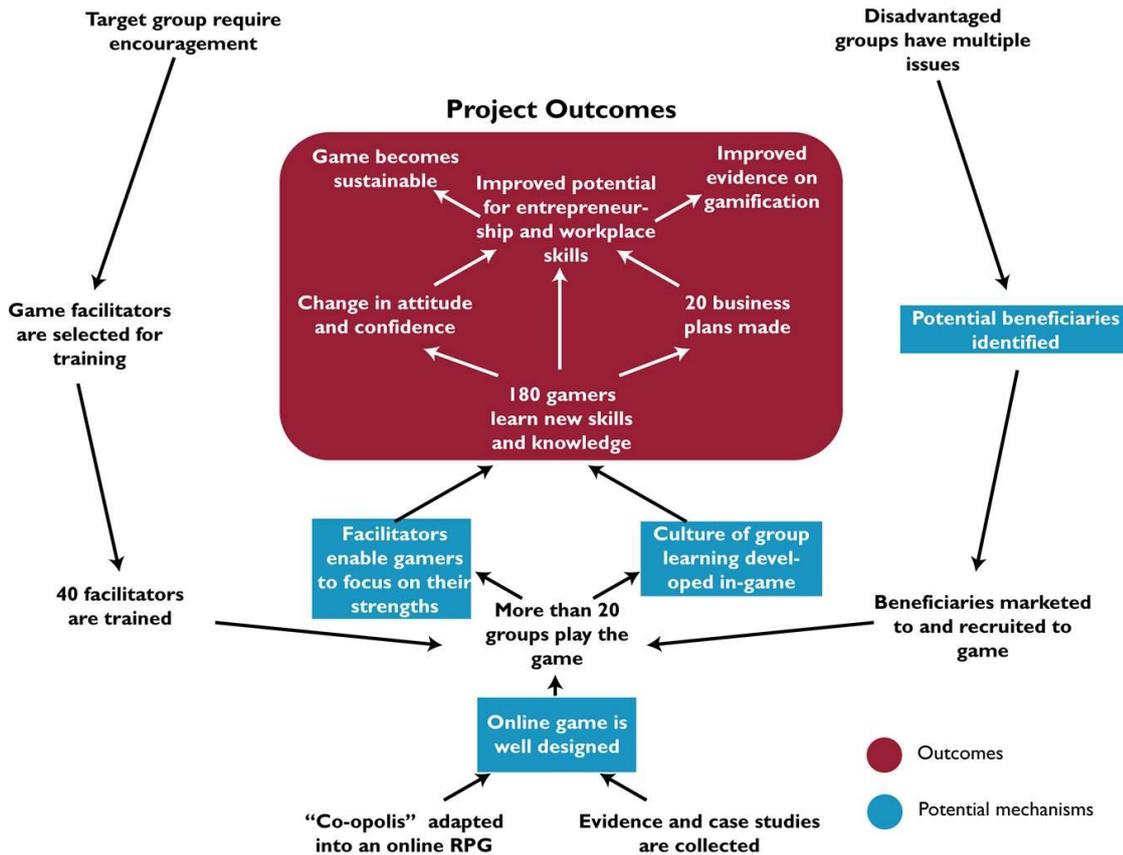


Figure 5: Social Seducement Theory of Change

Translated into narrative form, Social Seducement’s Theory of Change goes like this:

The **Presenting Problem** the project addresses is:

26 million EU residents are unemployed and actively seeking work. Many of these can be thought of as ‘discouraged workers’ who have given up looking for jobs and people outside the labour market, who are looking for new working opportunities

The **theory of the causes** of this problem is:

A crisis in the EU associated with the financial 'crash' of 2008, linked to deeper structural problems around financial instability and precarious and unsustainable employment

The **solution** to the problem is:

An online role-play game, designed to discover, enhance and promote entrepreneurial skills; increase learning retention by immersing learners in realistic scenarios and challenges; support formal and informal learning using unconventional methods that make learning more accessible to marginalised people

The **ultimate goals** (the desired change to the problem Social Seducement wants to bring about, and its expected impacts) are:

a sustainable EU system to assist people with disadvantages in starting a business

The main **objectives** of Social Seducement are therefore:

- To identify enablers and barriers to self-employment for individuals at risk of exclusion
- To engage and train 40 facilitators (game masters) to support people in the role-playing game
- To provide entrepreneurship training to at least 180 participants through a role-play online game
- To guide approximately 20 to 30 participants in starting their own businesses
- To build a sustainable system based on the EU Network of facilitators to assist people with disadvantages in starting a business.

Its main **activities** are:

- Collection and Analysis of Case Studies on gamification literacy and promotion of (inclusive) entrepreneurship
- Creating the RPG learning model
- Training Social Seducement facilitators
- Piloting the Social Seducement RPG game
- Creating a EU Network of Social Seducement Facilitators
- Supporting Grassroots Initiatives to Scale Up
- Dissemination and Exploitation activities, including an 'Awareness Tour'

These produce the following **outputs**:

- O1- guide for developing the game and its environment

- O2- Report on the targets' needs analysis
- O3 - guide on the Social Seducement RPG learning model
- O4 - online Social Seducement Role Play Game
- O5 - training pathway for the Social Seducement RPG facilitators (game masters)
- O6 - Social Seducement RPG model validation report
- O7 - European Network of the Social Seducement RPG facilitators
- O8 - Social Seducement Scale-up Handbook
- O9- Social Seducement Dissemination tool-kit
- O10 - Social Seducement Awareness Raising Campaign

The **immediate outcomes** (changes in attitudes, belief and knowledge) associated with the application of these outputs are:

- Participants increase their team-working and other group skills
- Participants increase awareness of their strengths and attributes
- Participants increase their self-confidence
- Participants acquire entrepreneurship and enterprise skills

These in turn lead to the following **intermediate outcomes** (changes in behaviour and systems):

- Participants increase their employability and business creation capacity
- Participants produce business plans that could lead to setting up their own business start-ups
- Participants are less excluded
- Evidence is produced on the sustainability of the game

that, together, will ultimately lead to the desired impacts outlined above.

Establishing the 'counterfactual' for Social Seducement in summative evaluation requires interrogation of the 'mechanisms' embedded in the project's Theory of Change. Mechanisms – or to be more precise 'primary explanatory mechanisms' - are defined as 'underlying entities, processes, or structures which operate in particular contexts to generate outcomes of interest' (Astbury and Leeuw, 2010).²⁶ They make a bridge between the project activities/outputs and its generated

²⁶ Astbury B and Leeuw F (2010) Unpacking black boxes: mechanisms and theory building in evaluation. American Journal of Evaluation 31(3): 363–81.

outcomes. In Social Seducement, four mechanisms can be identified, as outlined in Section 3 above. These are summarized in Table 1.

Table 1: Primary Explanatory Mechanisms in Social Seducement’s Theory of Change

Mech. No.	Title	Description
1	Team formation and Group work	The case study analysis and the experience of the ‘Coopolis’ game lead to the development of a constructivist pedagogic approach that creates a supportive group learning culture. This helps group members improve their confidence and self-belief, and acquire new entrepreneurship and workplace skills, leading to the production of business plans.
2	Facilitation	The RPG attracts enough motivated facilitators whose subsequent training enables them to support gamers to focus on their strengths, as well as reinforcing group learning. This helps group members improve their confidence and self-belief, and acquire new entrepreneurship and workplace skills, leading to the production of business plans. These show that the RPG works. The Facilitators Network then applies the positive evaluation results to support the game’s sustainability.
3	Beneficiary type	The game is designed to support disadvantaged people - mainly ‘discouraged workers’ who have given up looking for jobs and who need to learn new skills through unconventional and innovative methods. This group is more likely to benefit than ‘mainstream’ people
4	Game design	A well-designed game that meets the needs of users – particularly disadvantaged people – will stimulate enough motivation and retention to ensure that participants acquired the technical, subject matter and social skills needed. This will lead to the production of business plans and ultimately start-up social enterprises.

One of the tasks of this summative evaluation is therefore to assess the plausibility of these mechanisms on the basis of the available evidence.

Indicators and Data sources used in the Summative Evaluation

As noted above, the summative evaluation focuses on reviewing and assessing three components of the Social Seducement ‘results chain’: outputs, outcomes and impacts. These three components are incorporated in the project Theory of Change.

This in turn has been shaped by Social Seducement's project proposal, which specified these outputs, outcomes and impacts, as well as the indicators to be used to measure the project's 'success' – or not - in achieving them. Identifying these indicators from project documents is not as simple as might be imagined. The project proposal, which provides the specification for the project workplan, refers to a 'Measurement Framework' for 'evaluation of results' which presents 'a range of enabling factors that must be in place at the different levels in order for effective inclusive entrepreneurship'. These enabling factors are linked to five inter-related 'strategies':

- Promotion of the cooperative enterprise model and culture of self-entrepreneurship;
- Local capacity development;
- Capacity development for local civil society, cooperative entrepreneurs and governmental institutions;
- Advocacy and social mobilization to address the underlying causes of vulnerability; and
- Acquisition of entrepreneurial capacities by the project beneficiaries.

The proposal subsequently provides a list of 'results indicators' that are intended to 'illustrate the change related directly to the activities undertaken within the project'. For the purposes of this summative evaluation, it is assumed that this list of results indicators reflect the 'enabling factors' and their associated strategies, as outlined above, and that they can be interpreted as 'outcomes'.

With regard to 'impacts', the project proposal specifies four sets of questions the summative evaluation needs to address in order to provide an assessment of whether the project will achieve a long-term impact, each of which is accompanied by a set of measurement indicators.

On this basis, the following Tables provide a summary of:

- The project's expected activities and outputs, as well as evidence to show whether these have been met.
- The project's expected outcomes and their measurement indicators, linked to the project's five 'strategies' and their 'enabling factors'; the evidence sources needed to measure the outcomes and whether this has been produced by the project.
- The evaluation questions to be answered to assess the project impact, together with the relevant indicators, evidence sources and whether this evidence has been produced by the project.

Table 2: Expected Activities and Outputs

Planned Activity	Expected Output	Evidence Source
Collection & Analysis of Case Studies on gamification literacy and promotion of (inclusive) entrepreneurship	O1- Guide for developing the game and its environment O2- Report on the targets' needs analysis	Project monitoring records
Creating the RPG learning model	O3 - Guide on the Social Seducement RPG learning model O4 - Online Social Seducement Role Play Game	Project monitoring records
Training Social Seducement facilitators	O5 - Training pathway for the Social Seducement RPG facilitators (game masters)	Project monitoring records
Piloting the Social Seducement RPG game	O6 - Social Seducement RPG model validation report	Project monitoring records
Creating a EU Network of Social Seducement Facilitators Supporting Grassroots Initiatives to Scale Up	O7 - European Network of the Social Seducement RPG facilitators O8 - Social Seducement Scale-up Handbook	Project monitoring records
Dissemination actions, including 'Awareness Tour'	O9- Social Seducement Dissemination tool-kit O10 - Social Seducement Awareness Raising Campaign	Project monitoring records

Table 3: Outcomes Indicators

IMMEDIATE OUTCOMES		
Outcome Indicator	Evidence source	Evidence produced
The number of people who participate to the entire game	Project records or sign-in sheets	Y
The vulnerable groups from which the participants originated	Participant survey	Y
The satisfaction of players with the content and delivery	Participant survey	Y
What the players learned	Participant Survey Participant Interviews Feedback Groups	Y Y Y

INTERMEDIATE OUTCOMES		
Whether the participants' behaviour changed as a result of the course	Data on the number of enterprises established, their success in raising finance The time used for the completion of the game	Anecdotal evidence from Facilitator interviews N
Number of enterprise ideas / projects originated at the end of the game	Piloting summary targets and evidence	Y
The number of enterprises using the game to solve internal management criticalities	Observation and gamer feedback	Anecdotal evidence from Facilitator interviews
Proportion of players interested in setting up start-up	Participant survey	Y
Proportion of players seeing start-up as feasible	Participant survey	Y
Quality of business plans produced	Test or review of the quality of business plans produced	N
The number of facilitators participating in the EU facilitators network.	Piloting summary targets and evidence	Y

Table 4: Impacts Questions and Indicators

Evaluation questions and impact Indicators	Evidence source	Evidence produced
<i>Questions: Is inclusive entrepreneurial activity growing? Where are the gaps?</i> <i>Baseline indicators for target groups:</i> Marginalised individuals: Number of self-employed Business start-up rates Rate of entry to self-employment; Number of requests to participate to the game	Project records or sign-in sheets Participant Survey	Y Y No data – business plans as surrogate No data Only anecdotal from partners
<i>Questions: Are the activities relevant to beneficiaries' perceived needs? Are the beneficiaries those with the greatest need?</i> <i>Policy activity indicators:</i> Number of people supported by	Project records or sign-in sheets Gamer Focus Groups Participant Survey Participant Interviews	Y Y Y

social services Proportion from beneficiaries from target groups		Y
<i>Questions: Is the delivery method appropriate? Are there key barriers not addressed by the project?</i> <i>Customer satisfaction indicators:</i> Participants' (vulnerable individuals and facilitators) views on quality of the project	Gamer Focus Groups Participant Survey Participant Interviews Facilitator Focus Groups Facilitator Survey Facilitator Interviews	Y Y Y
<i>Questions: Was there a change in attitudes to entrepreneurship and self-employment?</i> <i>Was there a change in proportion of entrepreneurs with business training?</i> <i>Was there a change in the proportion of entrepreneurs with access to business loans?</i> <i>Policy output indicators:</i> Employment in businesses created Survival rate after 6 months, 12 months, and 36 months EU facilitators network membership	Gamer Focus Groups Participant Survey Participant Interviews	Y Y No data No data No data No data

As Tables 2 to 4 show the main data sources for the summative evaluation are:

- Project outputs
- Project monitoring data, providing participation data for facilitators and gamers
- The Participant Survey – a 'baseline' survey of gamers, implemented before the RPG project, and a follow-up survey, completed after participating in the RPG project. 115 gamers completed the baseline survey; 77 gamers completed the follow-up survey; 47 participants completed both the baseline and the follow-up survey
- Gamer Feedback Reports – 2 reports providing feedback on RPG pilot testing (one from Kortrijk and one from CoopCity)
- Gamer interviews (N=3)

- A Facilitators Survey on the training received – a baseline survey before participating in the training project and a follow-up survey after completing training (N= 15 responses for both)
- A Facilitators Survey on the Future of the Facilitator’s Network (N=10 responses)
- Interviews with Facilitators (N=9)
- Other Facilitator Feedback (7 summary reports; 1 extended report)
- Data from on-line group chats (groups working with facilitator to produce business ideas)
- Partner surveys (3 rounds; N=6; N=7; N=5)
- Partner interviews (N=4).

The main quantitative data sources are, firstly, the project monitoring records on participation and, secondly, the Participant (Gamer) Survey. Analysis of this is presented in detail in Annex I. These quantitative data are supplemented by a range of qualitative data covering other surveys; feedback groups; interviews and reports. Comparing these different sets of data against each other (‘triangulation’) enables the evaluation to draw evidence-based conclusions about whether Social Seducement achieved its objectives and targets, and about what worked, for whom under which conditions. In evaluation, data triangulation requires three main conditions to be satisfied: the data need to reflect different stakeholder perspectives; the data need to represent different types (e.g. quantitative and qualitative); the data need to reflect sufficient breadth and depth (O’Donoghue and Punch, 2003).²⁷ From Tables 2 to 4, it can be seen that three different stakeholder perspectives are represented in the evaluation (gamers, facilitators and partners). This is a reasonable spread of stakeholder positions. The evaluation results would have been further enhanced with the incorporation of additional data from the wider group of stakeholders engaged through the project’s multiplier events and mainstreaming campaign, but these data were not available for this evaluation. With regard to the second criterion – data type – it can be seen that the summative evaluation draws on a range of different data types, both quantitative and qualitative. It should be noted, however, that the breadth and depth of the data is limited for some types – for example only 3 gamer interviews were carried out and only 2 gamer feedback

²⁷ O’Donoghue, T., Punch K. (2003). *Qualitative Educational Research in Action: Doing and Reflecting*. Routledge.

reports were completed. This is compensated for by the relatively large number of survey responses obtained through the Participant Survey.

Drawing together, analyzing and integrating the above data sources, the summative evaluation results are presented below as follows:

- Implementation of the project and project performance – to what extent did Social Seducement meet its expected objectives, activities and outputs targets?
- Project immediate outcomes – who participated in the game; did participation change their knowledge and attitudes? what was the facilitators and gamers experience of participating in the project?
- Project intermediate outcomes – what changes in behaviour and systems are associated with participating in the project?
- Project impacts – what longer term impacts can be identified by the evaluation?
- Theory of Change – how plausible are the ‘primary explanatory mechanisms’ embedded in the project Theory of Change?

The main conclusions and implications for Social Seducement going forward are set out in Section 4.

Implementation of the project and project performance

Table 5 shows the activities carried out and outputs produced in Social Seducement, comparing planned v actual.

Table 5: Social Seducement Planned v Actual Activities and Outputs

Activity	Output	Target	Achieved?
Collection & Analysis of Case Studies on gamification literacy and promotion of (inclusive) entrepreneurship	O1- Guide for developing the game and its environment	70 cases	Partly. Target: 70 cases. Actual: 20 cases
	O2- Report on the targets' needs analysis		Yes
Creating the RPG learning model	O3 - guide on the Social Seducement RPG learning model		Yes

	O4 - online Social Seducement Role Play Game		Yes
Training Social Seducement facilitators	O5 - training pathway for the Social Seducement RPG facilitators (game masters)	15 “professional facilitators”	Yes. Actual: 17
		25 “natural facilitators”	No. Actual: 17
Piloting the Social Seducement RPG game	O6 - Social Seducement RPG model validation report	180 individuals	Partly. Actual: 178.
		Disadvantaged group (15 groups, 8-10 each – 120 total; Working self-entrepreneurs (5 groups, 8-10 each- 60 total)	Yes/No. Disadvantaged group actual: 22 groups; 105; ‘Working’ Self-entrepreneurs actuals: 12 groups; 76
Creating a EU Network of Social Seducement Facilitators Supporting Grassroots Initiatives to Scale Up	O7 - European Network of the Social Seducement RPG facilitators	20-30 business ideas produced	Yes. Business ideas actual: 31
	O8 - Social Seducement Scale-up Handbook	Survey and network	Partly. Survey delivered. No evidence on Network membership
Awareness Tour	O9- Social Seducement Dissemination tool-kit	5 local and international seminars	Yes. Handbook produced
	O10 - Social Seducement Awareness Raising Campaign		Partly. Outputs 9 and 10 produced. No data available at time of reporting on results of awareness raising campaign as still being collated

Table 5 shows:

- All activities set out in the project workplan were implemented.
- All of the planned outputs specified in the project workplan were produced.

- Most of the targets specified in the project workplan have been met. The exceptions are:
 - O1 - Guide for developing the game and its environment – this was produced on the basis of 20 case examples of RPG's rather than the planned 70 cases
 - O6 – Social seducement validation. The Report (O6) is not yet complete. The target of 180 gamers participating in piloting the RPG was nearly met (by just around 1 %). The project missed its target of engaging 120 disadvantaged participants by just over 12 %.
- There is no firm evidence of progress on the planned 'Network of Social Seducement Facilitators Supporting Grassroots Initiatives to Scale Up'
- No evaluation data were available on the results of the 'awareness tour' and awareness-raising events.

The evidence also suggests that project objectives were also met, or partly met, as follows.

Objective 1: To identify enablers and barriers to self-employment for individuals at risk of exclusion.

This was addressed through the preliminary research activity carried out in the project – collection and analysis of case studies on gamification literacy and promotion of inclusive entrepreneurship, and the production of a Report which subsequently fed into the design of the RPG. The planned target of 70 case studies was not achieved – though this target was always over-ambitious.

Objective 2: To engage and train 40 facilitators (game masters) to support people in the role-playing game.

This was addressed through an initial recruitment campaign, followed by delivery of a training programme. The project exceeded its planned target of 15 'professional facilitators' by 2, but did not meet its planned target of 25 'natural facilitators' (the actual number recruited, trained and engaged in the piloting came to 18 in total).

Objective 3: To provide entrepreneurship training to at least 180 participants through a role-play online game.

The online RPG was designed, produced and piloted with 178 participants –under 1% short of the target.

Objective 4: To guide approximately 20 to 30 participants in starting their own businesses.

There is not yet any evidence to show that any of the participants who participated in the RPG went on to set up their own business. However, the evaluation clearly shows that engaging in the RPG provided valuable learning and guidance for participants to start up their own business, and that this is likely to lead to participants setting up businesses in the future. For example, the Participant Survey shows that 61% of those surveyed agreed or strongly agreed that they intend to start a social enterprise at some point. The data also show that 31 concrete business plans were produced following group work in the game environment.

Objective 5: To build a sustainable system based on the EU Network of facilitators to assist people with disadvantages in starting a business.

The evidence on progress towards building a sustainable development of EU facilitators is relatively limited. On the one hand, the infrastructure, learning and know-how is there. The project has created a pool of committed, trained facilitators who constitute a valuable resource to grow the network. The Social Seducement 'Scale-up Handbook' provides a road map and tools to deliver the network, and the Facilitators 'Network Questionnaire' provides additional data on how the network should be developed. These thoughts have been fed into network statutes, and the network was formally launched during the final project conference in Brussels, with several facilitators having volunteered time to running the network. No further evidence is available on how far the network has advanced.

Immediate Outcomes

As noted above, immediate outcomes are defined as changes in knowledge, beliefs and attitudes. As Table 4 above shows, in Social Seducement, immediate outcomes cover:

- Participation in the game in terms of the numbers involved
- The extent to which the key target group of disadvantaged people were adequately represented in the participation
- What knowledge was acquired by participants and whether this led to changes in their beliefs and attitudes
- The experience of Social Seducement – whether participants were satisfied with their participation experience.

Participation

As noted above, the participation targets for Social Seducement for broadly met. The workplan specified 15 “professional facilitators” and 25 “natural facilitators” would be recruited, trained and engaged in running the game. The target for professional

46

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.

facilitators was met, but not the target for natural facilitators - the actual number recruited, trained and engaged in the piloting came to 18 in total.

The workplan specified that a total of 180 individuals would be recruited and engaged in the game, of which 120 would be 'disadvantaged' individuals (15 groups of 8-10 in each group).

Analysis of the Monitoring Data collected by partners shows:

- 105 gamers were unemployed
- 76 were social entrepreneurs
- 6 were 'other' (e.g. teachers; trainers).

This shows that 178 people participated in the game in total, missing the target by just over 1%. The project missed its target of engaging 120 disadvantaged participants by 12.5%.

Knowledge and attitude change

The Participant Survey clearly show that participation in the Game has increased awareness of and knowledge about social enterprises and social entrepreneurship. 82% of those surveyed agreed or strongly agreed that they understand what it takes to set up a social enterprise; 69% agreed or strongly agreed that they would like to join a social enterprise; 61% agreed or strongly agreed that they intend to start a social enterprise at some point. These results were reinforced by qualitative data from participant interviews:

"In playing this game I came across so many different social enterprises and it gave a spark to me".

"I learned many things that I was previously not aware of that I need to know to start a business".

"I enjoyed the critical thinking. The process, if you seriously think about something, got the numbers right and as clear as possible".

"I have got new skills now if I was going to start a social enterprise I have been given the opportunity to learn how to which I never had before".²⁸

²⁸ All Participant Interviews

Satisfaction with the Participation Experience

On the whole, the evaluation suggests that, on balance, participating in Social Seducement has been a positive experience for the stakeholders concerned, as described below for the two key stakeholders in Social Seducement: the Gamers and the Facilitators.

The Gamer Experience

The Participant Survey results suggest that the Game was generally a positive experience for most of those who took part. 76% of those surveyed agreed or strongly agreed that they enjoyed taking part in the Social Seducement game; 69% agreed or strongly agreed that they were, overall, satisfied with participating in the Social Seducement game; 77% agreed or strongly agreed that what they learned in the game would be useful in their working life (Figure 6).

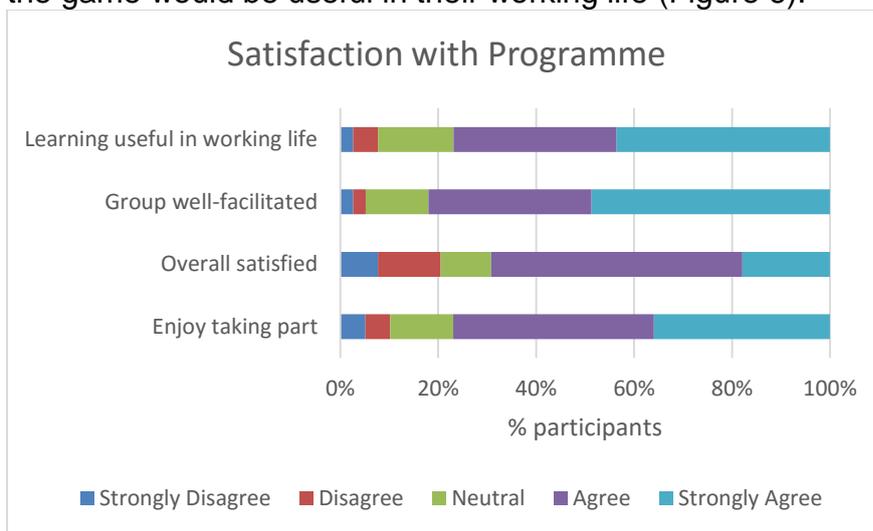


Figure 6: Participants Satisfaction with the RPG Project (Source: Participant Survey)

Figure 7 shows participant perceptions of how the game was delivered, in terms of group and team work

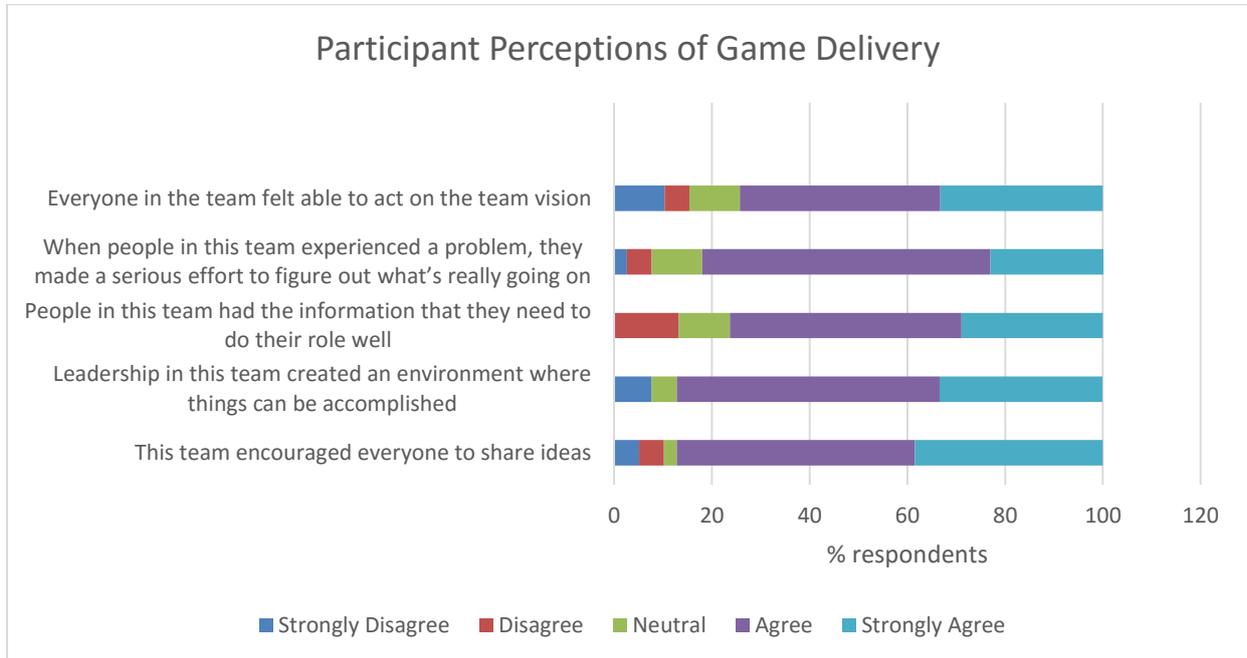


Figure 7: Participant perceptions of Game Delivery – group and team working

Figure 7 shows that, overall, the majority of participants perceived group and team working in Social Seducement as a positive experience, with at least 70% of those who took part in the survey strongly agreeing or agreeing that team vision, problem-solving, information provision, leadership and ideas-sharing had worked well.

These findings, taken together with the fact that the majority of participants thought that group and team working in Social Seducement had been a positive experience, suggests that the underlying pedagogic model embedded in the game – based on a ‘constructivist’ and ‘cognitive social learning’ approach – worked well. This in turn also appears to have had a positive effect on social relationships. 77% of those who took part in the Participant Survey agreed or strongly agreed that they intend to stay in touch with some people from their Social Seducement team. These findings are reinforced by results from participant interviews:

“It was a great experience it has really given me food for thought. I have learnt a lot and found working with the team we all learnt some really good ideas from each other glad I had the experience”.²⁹

and from facilitator feedback:

“it stretched their learning around enterprise that would not have happened if it had been more traditionally taught”.³⁰

Perceptions of the game experience do not significantly differ with regard to country of origin, gender, age, educational level or labour market status, according to the results of the Participant Survey. The exception is that unemployed participants and people with ‘other’ labour market status are less positive about the Game’s team-working aspects, and participants with tertiary level education are more likely to join a social enterprise. However, qualitative data – particularly illustrating the Facilitator’s perspective – suggests that the use of the game varies from country to country, as this quotation from a Facilitator interview shows:

“It depends on each country, in each country (the game) could be tailored a bit more. You could really tell the differences between the countries.”³¹

The Facilitator Experience

To some extent, the Facilitator Experience mirrors the Gamer’s Experience, according to the evaluation results, with three key positive aspects of participation in the project highlighted: the benefits associated with group work; personal benefits – for example confidence-building and their effects on social interaction and social relationships and, finally, the increased knowledge and skills acquired in using gaming tools and business canvas applications to develop social entrepreneurship. The group ethic was particularly valued by Facilitators, and was seen as a strong asset for building the Facilitators Network, as the following quotations from the Facilitators survey show:

“It was fantastic to have the opportunity to spend time with the group”.³²

²⁹ Participant interview

³⁰ Participant interview

³¹ Facilitator interview

³² Facilitator Interview

“Great experience, hopefully it will be the opportunity to build a network of the facilitators, for future projects.”³³

Group work benefits are in turn linked to positive changes in personal attributes, and how they link to social relationships. As was the case for Gamers, several Facilitators said that participating in the game had increased their confidence, and that this in turn had improved how they interacted with the group:

“This experience has been a true cultural enrichment. I was very nervous at the beginning, not knowing properly how to address players through the game given their specificity. In the end the experience was very enriching and made me learn a lot.”³⁴

The Facilitator Survey also showed a significant improvement in facilitators’ Social Seducement gaming skills following participation in the training project. However, the Facilitators surveyed did not feel these skills were either transferable to their line of work, or that they were ready to facilitate the game. There was a broad consensus that the game was not yet fully developed and they were not yet fully trained. This reflects a consensus amongst Facilitators that, although the training was on the whole useful and interesting, it was to some extent undermined by three factors: the unfinished platform (and resultant technical issues that surfaced); language issues; limited background information:

“The fact the platform was not finalized was a problem because facilitators could not see the complete process. In the second online training there were language difficulties and the platform was not completely understood, although some doubts were solved. The manual for facilitators arrived late and information was very basic”.³⁵

Less Positive aspects of the Social Seducement Experience

Although as noted above, the Social Seducement Experience was seen as mainly positive, a number of less positive aspects of the experience were identified by the evaluation results. Three main sets of issues were highlighted:

- Technical issues – the set of issues most often cited in the data

³³ Facilitator Interview

³⁴ Facilitator Interview

³⁵ Facilitator Feedback report

- Game features, content and interactions
- Lack of background/supporting information

A large list of **technical issues** were cited; in the Participant Survey; Gamer interviews and feedback sessions and, similarly, in the Facilitator Survey, interviews and feedback sessions. Below are some examples of the issues cited.

From the **Participant Survey**:

“Make the fonts larger. Better, clearer on screen instructions”

“Stop the game from crashing”.

“Technical issues need to be sorted when someone logs in and out of the game”.

“Grammar and spelling needs to be improved”.

“Make it clearer to navigate”.

From **Gamer interviews**:

“The platform was not easy at all”

“The major hiccups were the gremlins in the games.”

“The graphics need improving to be taken seriously.”

From **Facilitator interviews**:

“Students were very critical of the design, ease of use and reliance on text which those with access needs found difficult”.

“It was hard to get discussions going on the chat function. Whilst inclusion was an important principle it was especially difficult to include all players in decisions through the chat if the group was large”

“When people come in and out of the game you lose everything you have typed”

A second set of issues focused on **game features, content and interactions**. A common theme in the evaluation data was the perception that the game wasn't a 'real' game, but more like an on-line training programme. A number of interviewees – both gamers and facilitators – observed that the game needed to be more 'gamey'

by embedding competition between players through giving points based on task performance and by providing more response and feedback, so that players know if they are getting it right. In addition, several interviewees said they thought the game was too 'text-based' and needed to incorporate more variety in content type – for example more video. Some survey participants identified a number of issues around working on-line, mainly concerned with communications and the usability of communications technology:

“I think there need to be some other way of communicating. It did become a problem as we didn't understand what each other where saying, if there was an audio/visual tool like Skype this would combat this issue”.³⁶

“There was a lot to read- I often felt like the game was just a document with a complicated layout”. Being on a screen there was no areas to highlight or annotate like there would be on paper, this made it difficult to read and understand”.³⁷

A third issue cited was **lack of information**. In particular, both gamers and facilitators felt there was not enough basic and background information provided before the game started. There appeared to be an inherent assumption in the game approach that participants knew about social enterprises and social entrepreneurship – even though this was not the case. It was felt that a clear introduction and induction was needed before the game on: social enterprises and entrepreneurship; how the game works and its technical aspects. This is seen a pre-condition for players to successfully complete the first quizzes and to be clear about the entrepreneurial project they are about to create collectively. Players would find it useful to have some more general information, at the very beginning, on the game and the different stages of the game, so as to be more aware on what to expect and what is expected.

“the game is in its current version not adapted to persons that do not have any knowledge of the concept 'social economy': A better introduction on social economy (including the definition) should be in the game as such”.³⁸

³⁶ Participant Survey

³⁷ Participant Survey

³⁸ Facilitator feedback report

Intermediate outcomes

These are defined as ‘reasonable evidence of changes in the behaviours of beneficiaries, or changes in structures and facilities, that result from what Social Seducement provides’. In Social Seducement, they were intended to be measured by:

- Whether the participants’ behaviour changed as a result of the course (data on the number of enterprises established, their success in raising finance, change in time game was completed)
- The number of enterprise ideas / projects originated at the end of the game
- Proportion of players interested in setting up a start-up
- Proportion of players seeing start-up as feasible
- Quality of business plans produced
- The number of enterprises using the game to solve internal management criticalities
- The number of facilitators participating in the EU facilitators network

Whilst no evaluation data were collected on the number of enterprises established, their success in raising finance, or changes in the time the game was completed over the course of the project, the evaluation does suggest that changes in actual – or potential – behaviour can be detected in three main areas as a result of participation in the project:

- An increase in capacity and intention to join or set up a social enterprise
- Increased ‘self-efficacy’
- Improved application of digital competences (ability to use digital tools and on-line resources).

As noted above, the Participants Survey showed that participation in the game significantly increased participant awareness of social enterprises. Although we have no data on whether this increased awareness was subsequently converted into actual business start-ups, participation in the game is likely to have increased the possibility that participants will apply what they have learned at some point in the future by either joining or setting up a social enterprise (Figure 8).

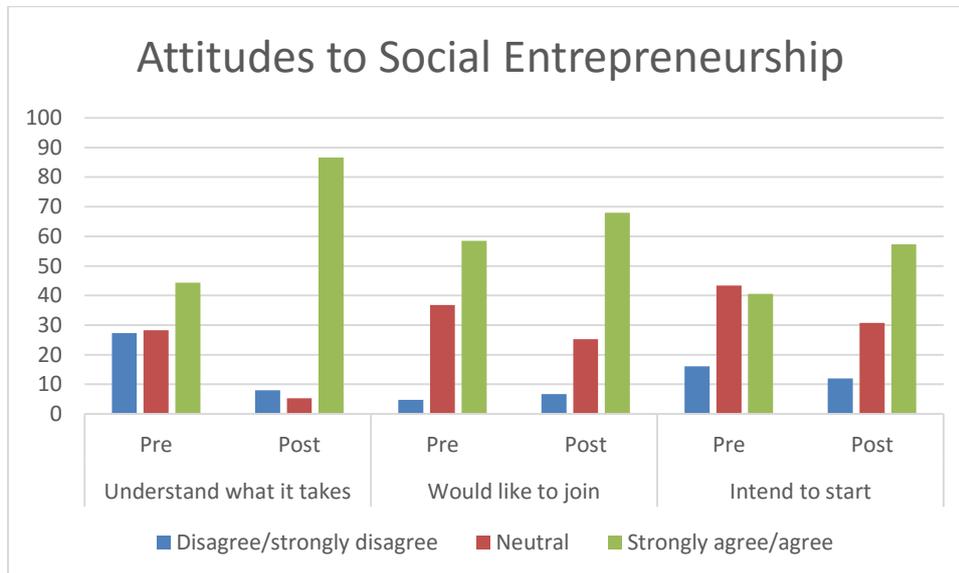


Figure 8: Changes in attitudes to social enterprise and social entrepreneurship

Figure 8 shows

- The proportion of participants agreeing or strongly agreeing that they understand what it takes to set up a social enterprise increased by 43% following their participation in Social Seducement
- The proportion of participants agreeing or strongly agreeing that they would like to join a social enterprise increased by 9%
- The proportion of participants agreeing or strongly agreeing that they Intend to start a social enterprise significantly increased by 16%
- All of these increases are statistically significant.

These results are supported by additional quantitative evidence and by qualitative evidence.

Project monitoring data show that a total of 31 business plans were produced by the gamers working in their different groups, using the business model canvas approach – above the project target of between 20 and 30. Whilst there is no hard evidence on the quality of these plans, nor on their potential for success, qualitative evidence suggests that some of the business plans were highly-developed and some are likely to be put into practice. As one Facilitator observed:

“Some are planning to develop their ideas into businesses and others were hoping to use the game with groups of unemployed people with their community-based workers in the future”.³⁹

and another Facilitator observed:

“For them, it was interesting to see a different way of running companies – mostly creating – they all want to set up social enterprises, although they already wanted to do this”.⁴⁰

Some Gamers themselves expressed the intention to set up a social enterprise:

“I already had the idea, not necessarily a social enterprise, but more an organisation, an association. I’m writing about it right now”.⁴¹

Other facilitator feedback shows the example of a UK group in which four members have expressed an interest in facilitating the game in future. Two of the group are already interested in seeing if they can take their social enterprise idea further.

Another Facilitator saw great potential for transferring the game to other sectors:

“We will run the game again. The game helps build groups and helps them work together and give an equal voice.... drug and alcohol and unemployed people, help them to run groups”.⁴²

Effects on social inclusion

Participation in the game significantly increased gamers’ sense of their self-efficacy. Self- efficacy increased from a mean of 31.6 before participation in Social Seducement to a mean of 33 following participation in the project – a statistically significant increase (Table 6)

³⁹ Facilitator interview

⁴⁰ Facilitator interview

⁴¹ Gamer interview

⁴² Facilitator interview

Table 6: Change in reported self-efficacy, baseline and follow-up Participant Surveys

	Minimum	Maximum	Mean	Std. Deviation
Pre-game	15	40	31.6	4.1974
Post-game	27	40	32.8	3.3376
Paired sample correlation	0.4704			
Paired sample t-test	2.0031	Sig.	0.025	

Comparison of the baseline and follow-up survey scores on the ten measures that, combined, make up the total self-efficacy score shows statistically significant increased self-efficacy on 8 of the 10 measures used.

These findings are supported by qualitative evidence. Facilitator interviews and feedback reports suggested that an important outcome for gamers was an improvement in their confidence and social interaction:

“A very positive outcome of the learning and collaboration experience linked to the game has been the empowerment of the weak participants in the game. Some of them started as really insecure and depressed people and are now much more self-confident and optimistic about themselves and what they can do of their life.”⁴³

Participation in the Social Seducement Game also had a significant positive effect on the acquisition and application of digital competences (Table 7).

Table 7: Comparison of participant digital competences before and after participation in Social Seducement

	Use digital tools and technologies to work with others		Work with others online to produce resources and knowledge	
% participants	Pre-game	Post-game	Pre-game	Post-game

⁴³ Facilitator Feedback

Cannot do this	6	3	8	1
Do this a little	16	3	19	7
Do this reasonably well	41	47	44	29
Very good at this	28	35	23	47
Expert	9	13	6	16
Total	100	100	100	100

The proportion of participants who reported they could use digital tools and technologies to work with others reasonably well increased from 41% to 47% following completion of the project, and the proportion of participants who reported they were very good at using digital tools and technologies to work with others increased from 28% to 35% following completion of the project.

The proportion who reported they were very good at working with others online to produce resources and knowledge increased significantly from 23% to 47% and the proportion who reported they were 'expert' increased from 6% to 16%.

A common theme that emerges, when comparing the different sets of evaluation data, is that participating in the game supported a significant 'mindset change'. On the one hand, working in the game convinced many players that they could become entrepreneurs. But the additional contribution the game made was to persuade players that, as entrepreneurs, they could add value to the community rather than thinking only about the profit motive and personal benefit. This 'mindset change' ultimately has had a positive knock-on effect on attitudes to social enterprise and social entrepreneurship and on potential for start-ups.

The number of enterprises using the game to solve internal management criticalities

As already noted, no evaluation data were collected on enterprises set up following the game, and hence there are no data on the use of the game in 'live' situations to solve internal management criticalities. However, in one Facilitator interview the interviewee said the group had been exploring this in the context of modelling potential revenues from their business plan.

The number of facilitators participating in the EU facilitators network

As noted in the section on ‘formative evaluation’, there is clearly interest in a network of facilitators. The project has created a pool of committed, trained facilitators who constitute a valuable resource to grow the network. The Social Seducement ‘Scale-up Handbook’ provides a road map and tools to deliver the network, and the Facilitators ‘Network Questionnaire’ provides additional data on how the network should be developed. However, despite this, there is little clarity on how this network should be taken forward. As one Facilitator observed:

“I don’t know anything about the facilitators network, I was invited to the Belgian event in June but I’ve not heard anything back about the future.”⁴⁴

Impacts

Measurement of actual impacts is beyond the scope of this summative evaluation. There are not enough data nor a timeframe of sufficient length to carry out a robust impacts assessment, which would also need to include a systematic ‘counterfactual’ analysis. However, it is possible to say something about *potential* impacts within the context of this evaluation.

As noted above, with regard to ‘impacts’, the project proposal specifies four sets of questions the summative evaluation needs to address in order to provide an assessment of whether the project is likely to achieve a long-term impact. Each of these questions is accompanied by a set of measurement indicators. These questions are discussed in turn below.

Question 1 (Baseline indicators): Is inclusive entrepreneurial activity growing? Where are the gaps?

There is not much evidence from the evaluation to assess whether the project will achieve a long-term impact in terms of growing inclusive entrepreneurial activity. What is clear is that, firstly, SocialPlaNet was seen as an attractive proposition for both social entrepreneurs and disadvantaged adults. Although no hard data were made available for the evaluation, anecdotal evidence from project partners suggests that demand exceeded supply – from both gamers and facilitators. In the

⁴⁴ Facilitator interview

UK, for example, an ‘Open Call’ launched to recruit facilitators received twice the number of applications than the training places available. This over-subscription also held true for game-players. This suggests that there is a potential demand for ‘inclusive’ entrepreneurial activity.

Project Monitoring data showed that a total of 178 participants took part in the game pilot of which 105 were ‘marginalised individuals’. There are no data available on the impacts of this participation in terms of subsequent business start-up rates and rate of entry to self-employment. However, the Participant Survey showed that 69% of participants would like to join a social enterprise and 61% said they intend to start a social enterprise at some point. This represents an increase of 9% and 16% respectively from the levels indicated at the start of the game. Taken together, these findings suggest that inclusive entrepreneurial activity will grow in the future.

There is not enough evaluation data, and hence evaluation findings, to make an evidence-based assessment on ‘what are the gaps’. However, qualitative data from Facilitator interviews and feedback reports suggests that a potential gap in SocialPlaNet’s current provision is insufficient background information provided to both gamers and facilitators. This needs to be addressed in two main areas if SocialPlaNet is to contribute effectively in the future to increasing inclusive entrepreneurial activity: first, information about the game itself and how to play it and, secondly, more background information on ‘what is social enterprise and what is social entrepreneurship’.

Question 2 (Policy Activity): Are the activities relevant to beneficiaries’ perceived needs? Are the beneficiaries those with the greatest need?

The game was originally designed specifically for disadvantaged people. However, the range of beneficiaries taking part in the piloting project was wide. Two main target groups were engaged in SocialPlaNet: Disadvantaged people (unemployed, refugees, people with learning disabilities etc.); and Students and young professionals. The Participant Survey showed that, although only two groups were involved, they present a broad spread of age groups; equal gender balance; a high proportion of University-educated participants, but a relatively large proportion of people with minimal qualifications. However, the data analysis showed that country of origin, gender, age, educational level, ethnicity or labour market status had no significant effect either on the game experience or on the games’ outcomes. On the whole, both target groups benefited from participation – though they participated sometimes in different ways. Both groups – and the different sub-groups involved - increased their social entrepreneurship competences, their digital competences and their self-efficacy. This suggests that the game is relevant to a range of beneficiary

needs. It also suggests that the pedagogic model used in the game, the activities carried out and the content provided are sufficiently flexible and adaptable to suit different target groups and their needs.

Question 3 (Customer Satisfaction): Is the delivery method appropriate? Are there key barriers not addressed by the project?

The evaluation showed that, overall, the project worked well. It was delivered largely efficiently and effectively and most participants – including both gamers and facilitators – expressed a high level of satisfaction with it. For example, 76% of those who took part in the Participant Survey agreed or strongly agreed that they enjoyed taking part in the Social Seducement game; 69% agreed or strongly agreed that they were, overall, satisfied with participating in the Social Seducement game; 77% agreed or strongly agreed that what they learned in the game would be useful in their working life. Between 70% and 80% of those who took part in the Participant Survey strongly agreed or agreed and similar proportions strongly agreed or agreed that team vision, problem-solving, information provision, leadership and ideas-sharing had worked well. The game's structured learning forced players to constantly form a consensus, which helped form virtual teams. The facilitators supported the success of these teams. In turn, the game's design and content supported players in acquiring the digital and subject-related skills that were later applied to develop social enterprise business plans.

The main barriers to future successful delivery of SocailPlaNet focus on game design issues. A key issue here is the 'split personality' of the game. The evaluation highlighted a clear polarization between facilitators who saw the game as a training programme and those who saw it as an on-line game with training elements. Those who saw it as a game were particularly dissatisfied with its lack of gamification features. This identity crisis would need to be resolved if the game were to be scaled up and out, particularly to potential users with high expectations of gamification performance. Both sides, however, were equally dissatisfied with the poor aesthetics – for example small font size and font choice – and the frequent technical glitches that were experienced. A third barrier to future success is limited information. A clear introduction and induction is needed before the game starts on social enterprises and entrepreneurship; how the game works and its technical aspects. Players also need to have some more general information, at the very beginning, on the game and the different stages of the game, so as to be more aware on what to expect and what is expected

Question 4 (Policy output): Was there a change in attitudes to entrepreneurship and self-employment? (change in proportion of

entrepreneurs with business training; change in the proportion of entrepreneurs with access to business loans); How far is policy addressing barriers to entrepreneurship in the target group? Does policy support lead to business creation? Are the businesses sustainable?

There are no available data on indicators like employment in businesses created; their survival rate after 6 months, 12 months, and 36 months. What we know from the evaluation – as outlined above - is that the game provided 105 disadvantaged people and 73 students with training in entrepreneurship and self-employment. This had the effect of helping the disadvantaged group to acquire new competences in entrepreneurship and adding to and enhancing the existing entrepreneurship competences of the students. This in turn contributed to a significant change in attitudes to entrepreneurship and self-employment for both groups. The Participant Survey showed that 69% of participants would like to join a social enterprise and 61% said they intend to start a social enterprise at some point. This represents an increase of 9% and 16% respectively from the levels indicated at the start of the game.

As regards sustainability, since there are no data on businesses created it is impossible to reflect on their sustainability. The broader question of the sustainability of the game itself, and the delivery model that supports it, depends on a number of factors, chief of which are: improvements to the game design; elimination of technical glitches and improved reliability of the game; improved provision of background information; retention and expansion of a group of trained and committed facilitators.

The latter will in principle be more likely to happen if the ‘Network of Social Seducement Facilitators’ is successful. However, as noted above, there is no evidence on how far the network has advanced and there is little clarity on how this network should be taken forward.

Plausibility of the Theory of Change Mechanisms

As outlined above (in the Introduction to this Section), the final task of the Summative Evaluation was to assess the plausibility of the four ‘primary explanatory mechanisms’ embedded in the project ‘Theory of Change’, i.e.:

- Team formation and Group work - the game experience supports a constructivist pedagogic approach that creates a supportive group learning culture, helps group members improve their confidence and self-belief, and

acquire new entrepreneurship and workplace skills, leading to the production of business plans

- Facilitation - the game attracts enough motivated facilitators whose subsequent training enables them to support gamers to improve their confidence and self-belief, and acquire new entrepreneurship and workplace skills, leading to the production of business plans, positive evaluation results and improved game sustainability
- Beneficiary type – the game supports disadvantaged people - mainly ‘discouraged workers’ who have given up looking for jobs and who need to learn new skills through unconventional and innovative methods
- Game design – the game design meets the needs of users and stimulates enough motivation and retention to ensure that participants acquire the technical, subject matter and social skills needed, leading to the production of business plans and ultimately start-up social enterprises.

The plausibility analysis carried out as part of the summative evaluation showed that:

- Group and team work, together with Facilitation, are the most significant contributing factors to the success of the game.
- The design of the game is less important, but is likely to become more so if the game is scaled up and out.
- The type of participant (disadvantaged or not) is not a significant contributing factor in the game’s success.

A more detailed discussion of the summative evaluation plausibility analysis is provided in Section 4 below, together with the results of the plausibility analysis carried out as part of the ‘formative evaluation’ work.

4 The Theory of Change Mechanisms

Part of the evaluation’s purpose was to help project staff to understand “are we doing the right thing to achieve the changes we want to see?”⁴⁵ The answer to this question bridges the gap between the evaluation of the partnership and the summative evaluation in focusing on the mechanisms for change in this project. Understanding which aspects of the implementation were effective in achieving the

⁴⁵ Project proposal.

project outcomes allows a set of recommendations to be proposed to improve future outcomes and address weaknesses.

The approach taken to understand which mechanisms were likely to create positive outcomes was Theory of Change. The Theory of Change mapping identified four 'mechanisms' which may be associated with achieving positive outcomes: formation of teams, facilitation, beneficiary selection, and game design. Below is an explanation of each mechanism, how it worked in practice and how it contributed to the project achieving its objectives.

Team formation and Group work

The summative evaluation results and formative evaluation results both support the hypothesis that the 'team-building and group work' mechanism is a key factor in the positive outcomes attributed to the project. The hypothesis and assumption behind this mechanism focuses on how the game's structured learning approach encourages players to constantly form a consensus. This in turn helps in the formation of virtual teams – which are essential in ensuring that the games tasks are successfully accomplished – in particular achieving the common purpose of producing a business plan. This collective focus is essential in SocialPlaNet because its primary objective is to turn gamers into social entrepreneurs, with a social ethos, a collective mindset and an eye for community value rather than individual profit. The formative evaluation findings support this hypothesis.

The Participant Survey showed that at least 70% of those who took part in the survey strongly agreed or agreed that team vision, problem-solving, information provision, leadership and ideas-sharing had worked well. These findings are reinforced by results from participant interviews:

“It was a great experience it has really given me food for thought. I have learnt a lot and found working with the team we all learnt some really good ideas from each other glad I had the experience”.⁴⁶

And from Facilitator interviews:

“I think overall the team were so supportive of each other there was little conflict. I've worked with a lot of groups and this was one of the least conflicts,

⁴⁶ Participant interview

I think that was also the group as well as the game. The game gave an opportunity to develop positive team dynamics. Most of the volunteers were interested in being natural facilitators in the future”.⁴⁷

There were several game elements that made team formation successful. First, the learning was highly structured: players had to master social enterprise basics before moving towards the target of setting up their own social enterprise. In particularly successful games, the facilitator was able to use “the rigidity of the game as a strength, addressing weaker groups in need of a more structured flow of information.”⁴⁸ Second, the Business Model Canvas (BMC) in the game became an expression of accumulated learning. At each stage, players were unknowingly writing sections of the BMC so that the model became both a learning process and an output of the game. Finally, the contributions of every player was meaningful: what each player wrote was recorded in the chat log and their group consensus was represented in the final pdf output document. This helped all team members feel included in the game.

As an online role playing game the groups formed were virtual teams. Virtual teams differ from face to face (co-located) teams in two respects: they are enabled technologically and are geographically dispersed. Virtual teams experience additional challenges to their effectiveness including difficulties in forming a group identity, being creative, addressing power differentials, leading groups, sharing knowledge, building trust and rapport.

Panteli (2004)⁴⁹ developed a model for understanding the different types of virtual teams along three overarching axes: continuity, relation to the firm (or membership to another group), and degree of dispersal. Panteli’s figure is reproduced below with shading to denote the expected level of challenge along the axes.

⁴⁷ Facilitator interview

⁴⁸ Facilitator interview.

⁴⁹ Panteli, N., 2004. Discursive articulations of presence in virtual organizing. *Information and Organization*, 14(1), pp.59–81.

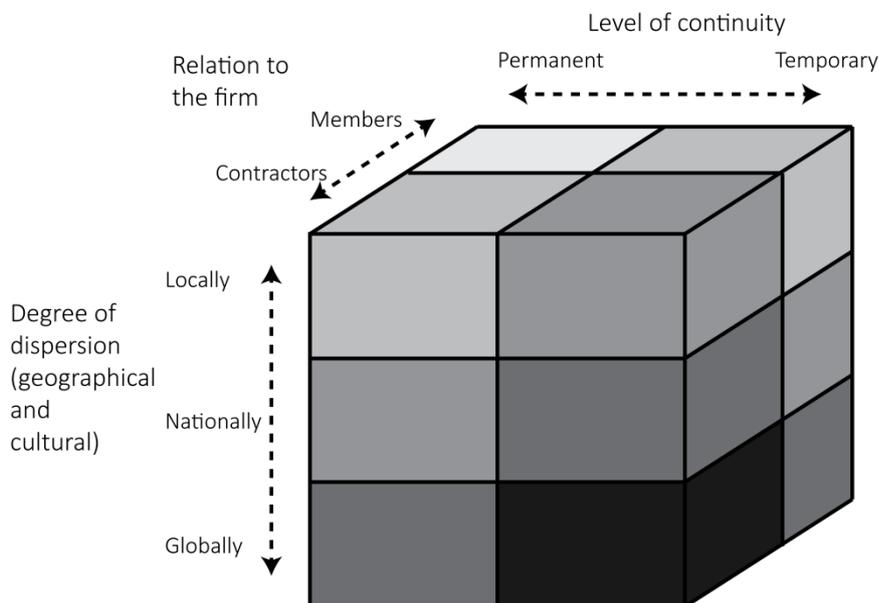


Figure 9: Typology of virtual teams, adapted from Panteli (2004), shading indicates expected level of challenges

The teams formed in the SocialPlaNet game were all located on the top level of the y-axis as the teams were local, with all players being based in the same town or city. In addition, many of the teams were formed from pre-existing groups, such as a university course or a mental health support group. This meant both membership and dispersal were less of an issue than in most virtual teams. The main challenge for the groups was that they were temporary which could make commitment less likely. This meant that teams in Social Seducement were not as challenging to form as they could have been if the teams were nationally or internationally dispersed, or if the players were always strangers.

Most facilitators used a blended approach with a mix of face to face sessions (in computer rooms) and virtual sessions. Due to the difficulties of virtuality, a few facilitators decided against running any virtual sessions and only led face to face, co-located groups. This was particularly common for facilitators who led groups which had high support needs.

A blended approach was possible in all cases because the groups were based in the same town or city. Having less distance led to better quality of team interactions, particularly the initial sessions when players could get to know each other before running the game virtually. Being located in the same place meant that there was

also less cultural or linguistic distance between players. This was helpful for team development as a natural 'social order' comes easily amongst people of similar backgrounds.⁵⁰ A shared location was particularly important in SocialPlaNet as the players were creating enterprises which addressed local needs.

As well as the virtual aspect, the ICT selected had an effect on group formation. In using chatbox-only communication,⁵¹ all communication was both live and written. 'Synchronous' communication produces more lively interactions which can surface conflicts as participants have little time to reflect and construct a considered response.⁵² Allowing conflict is not necessarily bad for group formation, as a group dynamic can form by working through contrasting ideas. In addition, an independent facilitator was usually on hand to mediate disagreements. Conversely, an asynchronous communication medium like email would likely have produced a more halting and less cohesive team dynamic.

The success of team formation can be seen in the very low drop out rate in the pilot and the high levels of commitment noted by facilitators. According to facilitators, the reasons for dropping out were: not understanding what their participation would entail,⁵³ poor performance of the game,⁵⁴ and change in circumstances.⁵⁵

Team formation was handled very well in SocialPlaNet through its structured learning, rolling responsibilities, low geographic dispersal, and synchronous communication. It is likely that these factors supported the strong teams and high completion rates of the games and that the player teams were highly productive in helping the project to achieve its outcomes.

⁵⁰ Hoch, J. E., & Kozlowski, S. W. (2014). Leading virtual teams: Hierarchical leadership, structural supports, and shared team leadership. *Journal of applied psychology*, 99(3), 390.

⁵¹ Some groups also used Skype whilst playing the game virtually to make communication move more quickly.

⁵² Lee, J.Y.H. & Panteli, N., 2010. Business Strategic Conflict in Computer-Mediated Communication. *European Journal of Information Systems*, 19(2), pp.196–208.

⁵³ Facilitator interview.

⁵⁴ Facilitator interview.

⁵⁵ Facilitator interview.

Facilitation

Facilitators are seen in the Social Seducement Theory of Change as important for its success. They are seen as having a key role in supporting gamers to acquire knowledge about the social economy and in helping them to flourish in an on-line environment. However, the main ‘facilitation hypothesis’ in Social Seducement is that good facilitators are essential in keeping disadvantaged participants motivated and engaged; supporting them to focus on their strengths and attributes and supporting the group as a whole to focus on its group work and tasks. Linked to this is the assumption that – in order to deliver on these objectives – the facilitators would acquire the necessary competences through the Social Seducement training project.

The evaluation findings show mixed results in terms of the facilitator training week delivery and its outcomes. The discussion and reflection part of the training project was rated highly, but the opportunities for using the game and for practicing facilitation skills were rated low. Following training, the participating facilitators essentially felt they were trained too poorly too early. They weren’t confident in facilitating the game because the version of the game they were trained on was under-developed. Due to the constraints of the project timeline, it was not possible to conduct the training at a later date and the game was playable at the point of training.

The contribution the facilitators made to the successful implementation of the game was mixed. Overall, gamers appreciated the role that facilitators played and the support they provided. The Participant Survey, for example, showed that 82% of those surveyed agreed or strongly agreed that their group was well-facilitated. This finding was supported by participant interviews and group feedback, which suggested that facilitators were supportive without being overbearing. Facilitators understood the needs of the groups and so knew when additional inputs were needed, and when they should let the group go on its own:

“They gave guidance and helped with technical glitches. When people got stuck, she would point you in the right direction – she didn’t put words in your mouth unless you floundered”.⁵⁶

⁵⁶ Participant interview

However, the evaluation evidence suggests that, once the group was confident, and when it had built up a ‘momentum’, the facilitator’s input became less important:

“When I saw they were becoming much more confident and more autonomous I asked if they were ready to do it purely online. They felt quite engrossed by the end and I was quite redundant by the end.”⁵⁷

Set against this, the data also show that facilitator intervention was essential to enable some groups – with a high level of presenting ‘exclusion issues’ like mental health – to function well. One example is a group with learning disabilities that often had two facilitators, one of whom helped with typing for less literate players. On balance, therefore, the evidence that facilitators are essential for successful project outcomes is not overwhelming, in light of the fact that the game can function effectively without direct facilitation. However, in some situations of complex participant need, facilitators are essential.

Facilitation worked particularly well when facilitators had a good balance of flexibility, motivational skills and belief in the game. For the few groups which did not finish the game the groups were less motivated and the facilitator was more negative about the current state of the game’s development. In successful games, the facilitators were more positive about the game, often intending to use it in the future, and were able to help players find their enthusiasm for the game.

In some cases, facilitators spent much more time than expected in preparing and delivering sessions. This extra facilitator input was sometime felt to be excessive by facilitators. Additional preparation was particularly needed when preparing for the first session as many facilitators interviewed believed the game did not provide a sufficient introduction to social enterprise. This extra preparation may have partly been due to nervousness in running a pilot project.

On the other hand, the intense support offered by many facilitators is a testament to the success of the selection of facilitators and the partnership’s emphasis on choosing skilled and committed facilitators.

For Social Seducement going forward the evaluation findings suggest that:

⁵⁷ Facilitator interview

- facilitators are important but – in some circumstances - not essential. Their role needs to be tailored to the particular needs of particular groups; their needs and the local context
- facilitator training needs to be reviewed and improved, paying particular attention to ensuring the game they are trained on works efficiently and effectively; ensuring they are given sufficient background information – particularly on social enterprises and social entrepreneurship.

Beneficiary type

The game is designed to support disadvantaged people - mainly ‘discouraged workers’ who have given up looking for jobs and who need to learn new skills through unconventional and innovative methods. This meant that, in the project Theory of Change, the hypothesis was that type of beneficiary is a predictor of successful outcomes. The assumption is that the disadvantaged group is more likely to benefit than ‘mainstream’ people. However, this was not borne out by the evaluation findings. The data analysis showed that country of origin, gender, age, educational level, ethnicity or labour market status had no significant effect either on the game experience or on the games’ outcomes.

On the whole, both target groups – disadvantaged and students who were potential social entrepreneurs - benefited from participation – though they participated sometimes in different ways. Both groups – and their different sub-groups - increased their social entrepreneurship competences, their digital competences and their self-efficacy. As noted above, this suggests that the game is relevant to a range of beneficiary needs. It also suggests that the pedagogic model used in the game, the activities carried out and the content provided are sufficiently flexible and adaptable to suit different target groups and their needs.

Whilst both disadvantaged and non-disadvantaged groups appeared to benefit from the game, the group size appears indicative of success. Smaller groups tended to be more successful. This was noted early in the project by partners: “The group should be between three and nine, if it’s smaller it’s not a group. More than nine would give too many relational problems, distracting from the hard work.”⁵⁸ Facilitator interviewees who ran groups with more than nine participants noted several

⁵⁸ Partner interview.

difficulties and did not emphasise outcomes relating to a group culture or identity. As shown above, forming a group is likely to lead to stronger outcomes and the absence of team formation due to group size would lead to weaker outcomes.

In many cases, recruitment of players was not a major challenge, particularly when the facilitator belonged to networks which dealt with the target group. In cases where the facilitator was not attached to an organisation with links to disadvantaged groups, recruitment methods were more wide ranging: one facilitator in this situation contacted a university, local government, the Secretary for Disabilities, NGOs, the Chamber of Commerce, an association for young entrepreneurs, High Schools and a business association, as well as a private campaign of social networks (Facebook, Twitter and LinkedIn). In such cases, selecting players who fit a tight profile of being disadvantaged was much more difficult.

Several facilitators had to change their initial recruitment plans after running into organisational issues. For instance, in Italy it was not possible to carry out the pilot in a school due to logistical issues relating to the curricular timetable. Several facilitators who expected to focus on disadvantaged groups, ran into too many obstacles and often students and young professionals (potential social entrepreneurs) were selected as gamers instead.⁵⁹ In these cases, the partners involved did not have prior contacts in the field and had made provisional agreements with organisations connected to disadvantaged groups which later fell through.

Given this, the type of beneficiary was not a determining factor for success and both types of beneficiary saw success. However the beneficiary type did shape how facilitators approached their role, the level of autonomy they could give, how present they needed to be, and the amount of guidance given. In this, the facilitators were aided by the learning pathway in the game which was highly structured. Because of this structure, all groups could play the game successfully with appropriate facilitation.

For Social Seducement going forward, the evaluation findings support the case for scaling up and out of the game to a broader spread of locations, sectors and target groups – both in the ‘social inclusion’ and ‘mainstream’ fields.

⁵⁹ Facilitator interview.

For recruitment, several facilitators mentioned the usefulness of target groups of players who were attached to other programmes. This was particularly useful when facilitators could utilise personal relationships with other organisations and groups: facilitators who had to do a ‘cold’ approach struggled to arrange binding agreements.⁶⁰ Finally, selecting a group of ten or more players is associated with difficulties in forming teams and should be avoided.

Game design

This hypothesis envisaged the design features of the game as an essential factor in its success. It proposed that a well-designed game that meets the needs of users – particularly disadvantaged people – will stimulate enough motivation and retention to ensure that participants acquired the technical, subject matter and social skills needed. This will lead to the production of business plans and ultimately start-up social enterprises.

From the beginning of the project, the partnership was aware of the difficulty of designing an attractive game, with the small budget for art and visuals highlighted as a constraint in the second partner meeting. Features such as 3D or even basic animation and customisation would have been too expensive. Animating the stories was also considered (even in comic book form) but this could not have been paid for by the project.

The evaluation findings strongly suggest that the game was not sufficiently well-designed. A common theme was that it wasn’t a ‘real’ game and it lacked essential gamification elements – though this perception was countered by a different perspective amongst players and facilitators that the ‘game’ element was overplayed, and the project should focus on delivering an on-line training programme. Another view was that game was too ‘text-based’ and needed to incorporate more content variety. Others focused on issues around working on-line. A large list of technical issues and glitches were cited: for example font sizes; data loss on exit from system; and vanishing icons.

In terms of potential improvements, gamification elements were suggested by interviewees such as customised avatars and random events. The existing avatars

⁶⁰ Facilitator interview.

were “a bit boring” for a role playing game, some players wished to have options to be “superheroes or dinosaurs”.⁶¹ Whilst the ability to buy office furniture was appreciated, some players requested the possibility of allocating furniture in different places. Many pieces of furniture were unable to be used because the office was already fully furnished and other items could not be bought.

The game was seen as lacking many interactive elements. Gamers found that the case studies were very text heavy and difficult to read on computer screens. Several facilitators recommended reducing the amount of text and embedding more links to videos. Players also mentioned other interactive functions which would make the game more lively including: file sharing through the chat function, voice function as well as text-based chat, audio cues when someone messages, and the ability to ping people individually.

Usability was a big issue for many players, particularly concerning the small font size and font choice. The screen magnification often had to be reduced from 100% to avoid some items being invisible which made the font smaller. A related problem was that the chat box should be movable as it sometimes obscured other content. Within the chat, it would be useful to be able to differentiate between the task leader, facilitator and the rest of the group.

In the long term, it would be very useful if the game had interoperability with other platforms and social networks, for instance developing SocialPlaNet as a Facebook game. Publishing the game code to allow open editing and improvement of the game’s source code would also aid the potential for interoperability.

Despite these problems with the game design, the game delivered strong outcomes, notably a significant increase in knowledge about social enterprises and social entrepreneurship; a significant increase in the number of participants who intend to join or set up a social enterprise in the future; a significant increase in digital competences and a significant increase in self-efficacy. This suggests that game design is less important than either team and group working or facilitation as a success factor. However, going forward, it is likely that Social Seducement would need to rectify the design and technical faults identified if it is to successfully scale up and out.

⁶¹ Facilitator interview.

5 Recommendations and conclusion

Formative evaluation conclusions and recommendations

From the formative evaluation perspective, the project has been a success. It achieved its aim and objectives in spite of numerous issues, particularly related to shared definitions of social enterprise and the extent to which SocialPlaNet would be a game or a training platform.

The partnership had a diversity of national contexts, communication styles and linguistic abilities. As a research and implementation project there was a particularly strong mix of disciplinary backgrounds which created some misunderstanding and disagreements. The project structure was clearly designed to compensate for this diversity by ensuring that partners had to work closely together; the close dependencies of different Intellectual Outputs meant partners had to rely on each other and clearly understand other partners' perspectives to proceed. The partnership's commitment and achievement of its objectives was commendable, and allowed the project to continue more smoothly with a strong degree of uniformity across the five pilot countries.

Summative evaluation conclusions and recommendations

The summative evaluation findings have to be set against the limitations of the evaluation data available which – though extensive enough to permit triangulation – lacked volume in some areas. It also has to be recognised that no data on key impacts – like number of business enterprises set up by game participants after completing the game – were available. Set against this, the Participant Survey provided large enough samples to enable baseline and follow-up analysis of outcomes to be carried out. The key findings of the summative evaluation are as follows.

Project implementation and performance

- All activities set out in the project workplan were implemented.
- All of the planned outputs specified in the project workplan were produced.
- Most of the targets specified in the project workplan have been met, with the exception of O1 - Guide for developing the game and its environment, which was produced on the basis of 20 case examples of RPG's rather than the planned 70 cases

- There is no firm evidence of progress on the planned ‘Network of Social Seducement Facilitators’
- No evaluation data were available on the results of the ‘awareness tour’ and awareness-raising events
- The project objectives were mostly met.

Immediate outcomes (changes in knowledge, attitudes and beliefs)

- The participation targets for Social Seducement were broadly met. 32 out of the planned 40 Facilitators were recruited, trained and engaged in the pilot. 178 out of the planned 180 game participants were recruited and engaged in the game, of which 105 were ‘disadvantaged’ (set against the target of 120)
- Participation in the Game has increased awareness of and knowledge about social enterprises and social entrepreneurship. 82% of those surveyed agreed or strongly agreed that they understand what it takes to set up a social enterprise; 69% agreed or strongly agreed that they would like to join a social enterprise; 61% agreed or strongly agreed that they intend to start a social enterprise at some point.
- The evaluation suggests that participating in Social Seducement has been a positive experience for both gamers and facilitators. 76% of Participants who took part in the survey agreed or strongly agreed that they enjoyed taking part in the Social Seducement game; 69% agreed or strongly agreed that they were, overall, satisfied with participating in the Social Seducement game; 77% agreed or strongly agreed that what they learned in the game would be useful in their working life. A large majority agreed that team vision, problem-solving, information provision, leadership and ideas-sharing had worked well.
- However, three challenges were cited that conspired against the successful implementation of the game: Technical issues; Game features, content and interactions; Lack of background/supporting information
- Knowledge acquisition and the participation experience do not significantly differ with regard to country of origin, gender, age, educational level or labour market status.

Intermediate outcomes (changes in behaviour and systems)

- Participation in the game significantly increased participant awareness and knowledge of social enterprises and the likelihood of putting this knowledge into practice. Awareness of social enterprise increased by 43%; intention to join a social enterprise increased by 9% and intention to start a social enterprise increased by 16%. A total of 26 business plans were produced by

the gamers working in their different groups, using the business model canvas approach.

- Participation in the game significantly increased gamers' sense of their self-efficacy. Self-efficacy increased from a mean of 31.6 before participation in Social Seducement to a mean of 33 following participation in the project.
- Participation in the Social Seducement Game also had a significant positive effect on the acquisition and application of digital competences.

Impacts (longer term changes)

Insufficient data meant that the summative evaluation could not make an evidence-based assessment of actual impacts. However, assessment of potential impacts suggests that:

- Inclusive entrepreneurial activity will grow in the future
- The game meets a range of beneficiary needs. The pedagogic model used in the game, the activities carried out and the content provided are sufficiently flexible and adaptable to suit different target groups and their needs.
- The delivery method was largely appropriate. Overall, the game project worked well; it was mostly delivered efficiently and effectively and most participants – including both gamers and facilitators – expressed a high level of satisfaction with it
- Participation in the game led to measurable changes in attitudes to entrepreneurship and self-employment. This is likely to lead in some cases to participants setting up new social enterprises. The overall sustainability of the game depends on improvements to the game design; elimination of technical glitches and improved reliability of the game; improved provision of background information; retention and expansion of a group of trained and committed facilitators.

Plausibility of the Theory of Change Mechanisms

There were a number of factors which influenced whether the games were successfully concluded. Specifically, both the game design and identity of beneficiaries were factors in how successful the games were. Yet both these factors could be managed by the facilitator and by the team. Therefore the primary mechanisms for success in the Social Seducement pilot were effective team formation and strong facilitation. It is also clear that solving game design issues would allow the teams and facilitators to better focus without design-based distractions to their main task of building a hypothetical social enterprise.

The formative evaluation also found that the mechanisms that produced the strongest outcomes (group formation and facilitation) were the best delivered of the project. The team building mechanics were strongly embedded in the game and the game was delivered locally with participants who often knew each other. Facilitators were selected for strong group facilitation skills and their commitment and flexibility was a crucial reason for success of the project.

For the project to continue being successful in the future it will be important to maintain these key mechanisms. For team development, continuing a structured learning approach and rolling leadership responsibilities is important, as is delivering to groups who are not geographically dispersed. Whilst synchronous communication is important, it may also be worth embedding audio communication in the game: many facilitators used Skype during games as the text-based chat could be too slow for some groups.

The current facilitators should be retained in the future roll out of the programme provided they are interested. The facilitators interviewed for the evaluation showed a high degree of understanding on running virtual groups as well as a commendable level of passion and commitment to their groups and the project. Future training of facilitators would benefit from being designed and led by the existing facilitators. A network of facilitators is likely to be central to the success of future SocialPlaNet initiatives yet whilst a set of statutes has been developed outlining the form the network should take, it is unclear how and when this will be implemented.

Any future facilitators' network would be useful to be owned in partnership with some Social Seducement partners and/or with formal links to employment networks, NGOs or government departments. Securing funding and a stream of players will be vital to future mainstreaming success. Making the game meaningful by embedding it within existing programmes is helpful for recruiting beneficiaries and for ensuring their buy-in to play and complete the game. One potential avenue to appeal to local agencies would be to tailor the game to regional or national level, such as having case study examples from the region.

The evaluation has shown that players benefit from the game with little variance between different groups (besides groups of above ten people which appear to struggle). This universal benefit allows a large degree of flexibility in the future targets of the game. The two clear options for the future are to focus either on disadvantaged potential entrepreneurs or on well-placed potential social entrepreneurs whose enterprises would help disadvantaged people. However, the

self-efficacy benefit to disadvantaged groups is a strong argument in favour of delivery to the disempowered rather than those which already rank highly on the self-efficacy scale.

The game design has several points of improvement, including further gamification, addressing bugs, making the game more interactive, allowing the uploading of user created materials, improving usability, and publishing the game's source code. The overall aim of this should be to make the game as smooth and intuitive to use as possible. Reducing the number of technical problems would make the game much easier to play and facilitate, and would make SocialPlaNet a more attractive proposition to mainstream in the future.

Given the successes reported in the summative evaluation section, the project has been effective in using the game to create teams of players and in recruiting and engaging high quality facilitators.

ANNEX I: Analysis of Participant Survey Data

1. Introduction

This document presents the results of the analysis of the Social Seducement Participant Survey. The document is set out as follows:

- Following this Introduction, Section 2 presents the methodology, together with the sample characteristics
- Section 3 covers the Participant Experience, focusing on self-reported measures of satisfaction, perceived benefits, perceptions on the effectiveness of the support provided (in terms of team-working) and recommendations for improvements
- Section 4 compares data from the baseline survey – before participants took part in the game – with data from the follow-up survey – after participants had finished working with the game – in order to make an assessment of the main outcomes that can be attributed to participation in Social Seducement
- The concluding section – Section 5 – summarises the main conclusions of the analysis.

2. Methodology and Sample characteristics

The Participant Survey was delivered in two stages: a ‘baseline’ survey (pre-test) delivered prior to the training and a follow-up (post-test) survey following completion of the training:

- 115 participants completed the baseline survey
- 77 participants completed the follow-up survey only
- 47 participants completed both the baseline and the follow-up survey

This means that, for the purposes of ‘attributional inference’ (i.e. assessing whether and in what ways participating in the project ‘caused’ particular outcomes for participants) we have, firstly, a sample of 47 participants to provide a ‘matched pair’ analysis and which can provide robust outcomes measures at level 2 on the Maryland Scientific Methods Scale (SMS), and, secondly, two cross-sectional ‘before and snapshots’ that allows aggregate comparison on outcomes measures at two time periods (before and after the project) at level 1 on the Maryland Scientific Methods Scale.

Table 1 summarises the socio-demographic characteristics of project participants.

Table 1: Socio-demographic characteristics of project participants

Age	%
15-24	35.8
25-54	58.5
55-64	5.7
Gender	
Male	48.6
Female	49.5
Other	1.9

Location	
UK	40
Spain	20
Other	12
Educational status	
Other	15.2
Elementary	10.5
Secondary	12.4
Vocational training	18.1
University	43.8
Labour market status	
Other	25.7
Self-employed or entrepreneur	10.5
Full time paid work in a job, business, or profession	13.3
Part time paid work in a job, business or profession	18.1
Casual paid work in a job, business or profession	5.7
Unpaid work (volunteer in an organisation)	6.7
Home duties not looking for work	1.9
Unemployed and actively seeking work (less than 12 months)	11.4
Unemployed and actively seeking work (over 12 months)	6.7

Table 1 shows:

- Over half the participants were aged 25-44, with just under 40% between 15-24 years and a small proportion – 6% - over 55
- The gender balance was equally split between male and female
- The biggest proportion – 40% - came from the UK
- A majority of participants – over 40% - had achieved University-level educational status; a relatively high proportion – 10.5% - had not progressed beyond Elementary level education
- Only 13% of participants were in full-time paid work; just over 10% were self-employed; almost 20% were unemployed.

The composition of the baseline and follow-up samples was similar in terms of socio-demographic features. However, the baseline and follow-up samples differed on location of the participants. Whereas the majority of baseline survey participants (56%) were from the UK, with 27% from Spain and 17% from 'other' countries (mostly Belgium and Italy), there was a more even distribution of participants in the follow-up, in terms of participant location, with 38% from the UK, 36% from Spain and 26% from other countries. The 'matched –pair' sample was broadly split between UK residents – 47% - and Spanish residents – 40% - with 13% from other countries.

However, the analysis found that participant location had no effect on survey results. For all of the main variables analysed on experiences of the project and on project outcomes, no significant differences were found between UK, Spanish and 'other country' residents.

3. Experiences of the project

This section presents an analysis of the data collected in the follow-up survey on participant experiences of the Social Seducement project, focusing on self-reported measures of satisfaction, perceived benefits, perceptions on the effectiveness of the support provided (in terms of team-working) and recommendations for improvements.

Figure 1 shows participants' scores on a range of measures of satisfaction with participation in the Social Seducement project.

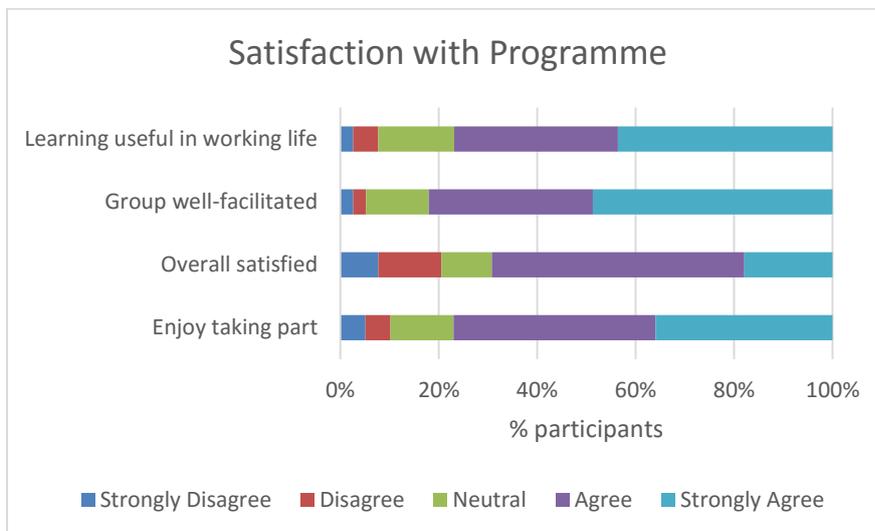


Figure 1: Participant Satisfaction with Social Seducement Project

Figure 1 shows:

- Overall, participants reported a positive experience in working with the Social Seducement project.
- 76% of those surveyed agreed or strongly agreed that they enjoyed taking part in the Social Seducement game
- 69% of those surveyed agreed or strongly agreed that they were, overall, satisfied with the Social Seducement game
- 82% of those surveyed agreed or strongly agreed that their group was well-facilitated
- 77% of those surveyed agreed or strongly agreed that what they learned in the game would be useful in their working life.

The following observation from a participant illustrates the positive aspects of the Game;

“It was a great experience it has really given me food for thought I have learnt a lot and found working with the team we all learnt some really good ideas from each other glad I had the experience”.

However, a number of participants highlighted issues they encountered:

“The game had a lot of bugs”

“I didn't enjoy it at all, it didn't link very well to the arts and made things harder to understand. I didn't particularly learn anything and the constant crashing of our game and constant glitching before it crashed made something that should have been easy stressful and annoying”.

“The game was confusing and quite stressful with trying to understand what to do.”

Figure 2 shows participant perceptions of how the game was delivered, in terms of group and team work

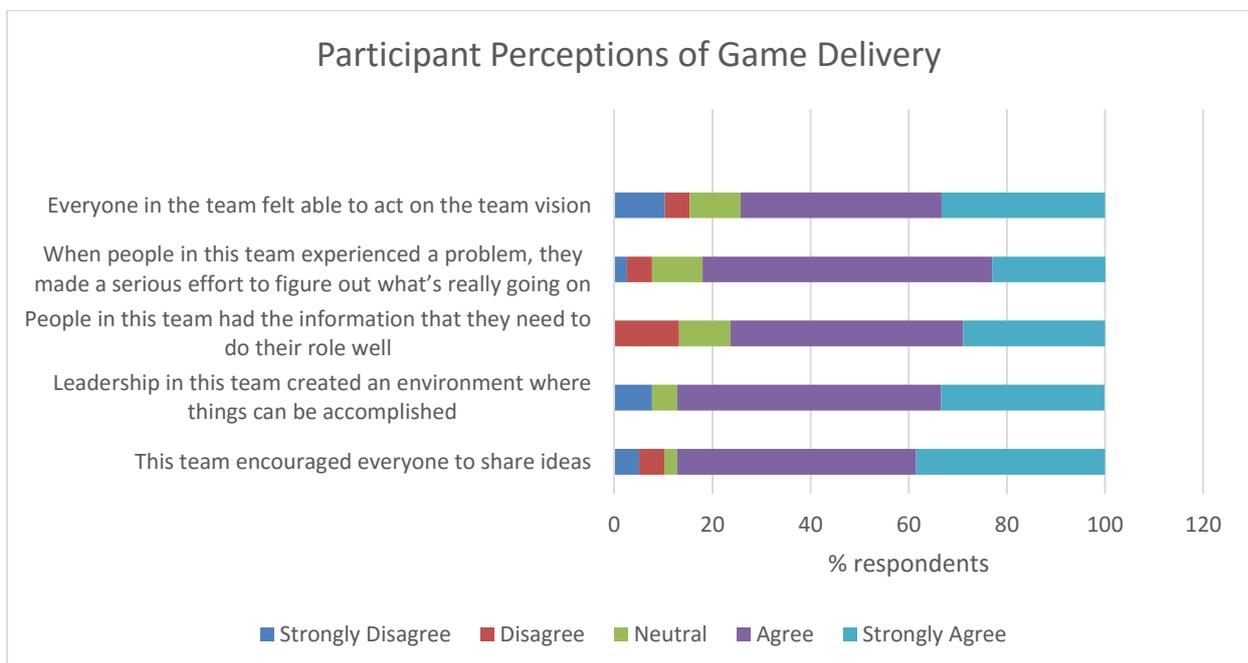


Figure 2: Participant perceptions of Game Delivery – group and team working

Figure 2 shows that, overall, the majority of participants perceived group and team working in Social Seducement as a positive experience.

- Over 70% strongly agreed or agreed that everyone felt able to act on the team vision.
- Over 80% reported they strongly agreed or agreed that the team worked together to solve problems.
- Over 70% strongly agreed or agreed that people in the team had the information to do their role well.
- Over 80% strongly agreed or agreed that the leadership in the team created an environment in which things could be accomplished.
- Over 80% strongly agreed or agreed that the team encouraged sharing of ideas.

Participation in the Game also appears to have had a positive effect on social relationships. 77% of those who took part in the survey agreed or strongly agreed that they intend to stay in touch with some people from their Social Seducement team.

The following observation from participants illustrate the positive aspects of group and team working:

“I feel everyone in the team worked well together and contributed many good ideas”.

“I feel that we worked very well as a group and managed to achieve our outcome measures”.

A minority of participants felt less positive about their group and team-working experience:

“I didn’t like the leadership option. One member of the group kept making themselves the leader because what we were typing/the speed we were working wasn’t good enough for them. When they did let another person be a leader they hurried them and questioned their ability. I think I actually lost confidence because of this”.

“It was frustrating and hard at times, sometimes we worked very well but other times certain members were bossy and made things hard”.

Similarly, overall, participant perceptions of working on-line were generally positive:

“I found most of it very good there were obviously things that needed changing in the game like the chat box and avatars it would be so much fun if the avatars walked about and we could all meet up in office etc.”.

“I love the PDF's it creates. Also asks some very helpful questions about things you may have forgotten about”.

Some participants identified a number of issues around working on-line, mainly concerned with communications and the usability of communications technology:

“I think there need to be some other way of communicating. It did become a problem as we didn't understand what each other where saying, if there was an audio/visual tool like Skype this would combat this issue”.

“There was a lot to read- I often felt like the game was just a document with a complicated layout”. “Being on a screen there was no areas to highlight or annotate like there would be on paper, this made it difficult to read and understand”.

A crucial aspect of the participant experience in Social Seducement is whether this experience has had a positive effect on attitudes towards social enterprise. Figure 3 shows participants’ attitudes towards social enterprise after participating in the game.

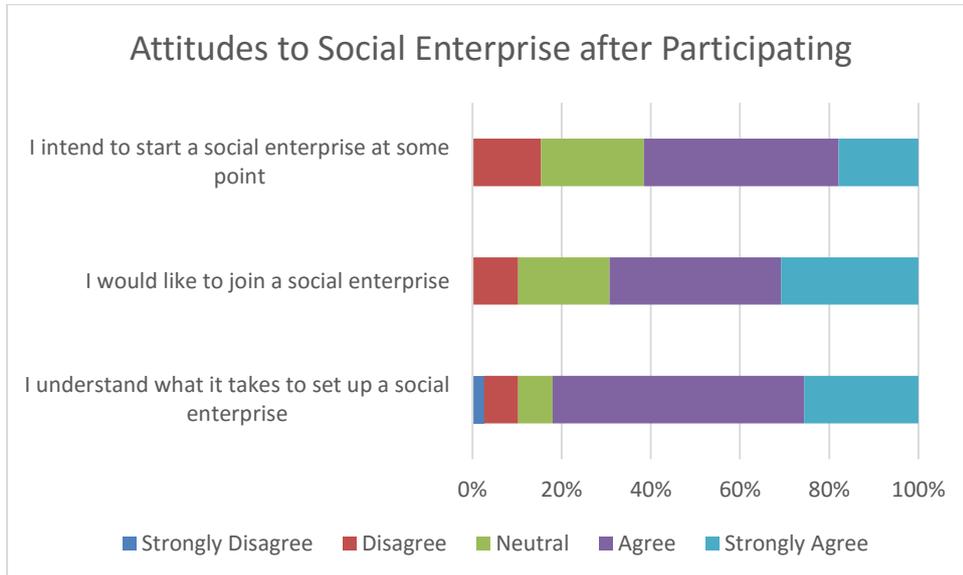


Figure 3 Participants' attitudes towards social enterprise after participating in the game

Figure 3 suggests that participation in the game has had a positive effect on attitudes towards getting involved in social enterprise:

- 82% of those surveyed agreed or strongly agreed that they understand what it takes to set up a social enterprise
- 69% of those surveyed agreed or strongly agreed that they would like to join a social enterprise
- 61% of those surveyed agreed or strongly agreed that they intend to start a social enterprise at some point.

The survey data clearly shows that participation in the game has increased awareness of social enterprises, helped participants acquire social entrepreneurial skills and increased the likelihood they will apply these skills in practice in the future:

“I have got new skills now if I was going to start a social enterprise I have been given the opportunity to learn how to which I never had before”.

“I have shared ideas and learned about other social enterprise in my local community, which other players knew about”.

“It educated me about setting up a business, and what a Social Enterprise is”.

Survey respondents identified a number of aspects of the Game that could be improved. These mainly focus on usability and improving technical functionalities, particularly eliminating the ‘bugs’ in the project:

“Make the fonts larger. Better, clearer on screen instructions”

“Access to help, when things go wrong”.

“Stop the game from crashing”.

“Technical issues need to be sorted when someone logs in and out of the game”.

“Grammar and spelling needs to be improved”.

“Make it clearer to navigate”.

Participant experience of the game by social and demographic profile

Crosstabulation of the measures of participant experience of the game was carried out, controlling for age, gender, educational status and labour market status, and country of residence, using Pearson chi-square to test for significance. No significant differences were identified for any of indicators used to measure participant experience except for the following:

- Everyone in the team felt able to act on the team vision- proportionally more unemployed participants and participants in the ‘other’ labour market category disagreed or strongly disagreed (chi-square= 29.7; df=16)
- I would like to join a social enterprise – significantly more participants with tertiary level education agreed or strongly agreed (chi-square= 23.9; df=12).

4. Outcomes analysis – comparison of baseline and follow-up data

This Section compares data from the baseline survey – before participants took part in the game – with data from the follow-up survey – after participants had finished working with the game – in order to make an assessment of the main outcomes that can be attributed to participation in Social Seducement. This analysis should be treated with caution, first, because the baseline and follow-up samples are relatively small and, second, because the baseline and follow-up survey samples are not strictly speaking ‘equivalent groups’. Only 47 of those who took part in the baseline survey also took part in the follow-up.

The analysis presented below therefore uses two datasets: first, a cross-sectional ‘snapshot’ aggregated comparison between the 117 respondents who took part in the baseline survey and the 77 who took part in the follow-up and, second, a matched-pair analysis of the 47 who took part in both baseline and follow-up surveys.

The outcomes analysis focuses on outcomes in three main areas:

- Changes in participant awareness of and attitudes towards social enterprises and entrepreneurship
- Changes in their self-reported ‘self-efficacy’
- Changes in participant digital competences (ability to use digital tools and on-line resources).

Changes in participant awareness of and attitudes towards social enterprise

This was measured using a self-anchoring 5 point scale – strongly disagree to strongly agree - for three questions:

- I understand what it takes to set up a social enterprise
- I would like to join a social enterprise
- I intend to start a social enterprise at some point.

Table 2 and Figure 4 compares the responses on these three questions for the baseline (pre-game) and follow-up (post-game) surveys.

Table 2: Changes in participant awareness of and attitudes towards social enterprise

% participants	Understand what it takes to set up a social enterprise		Would like to join a social enterprise		Intend to start a social enterprise	
	Pre	Post	Pre	Post	Pre	Post
Stongly disagree/Disagree	27	8	5	7	16	12
Neutral	29	5	37	25	43	31
Strongly agree/agree	44	87	58	68	41	57
Total %	100	100	100	100	100	100

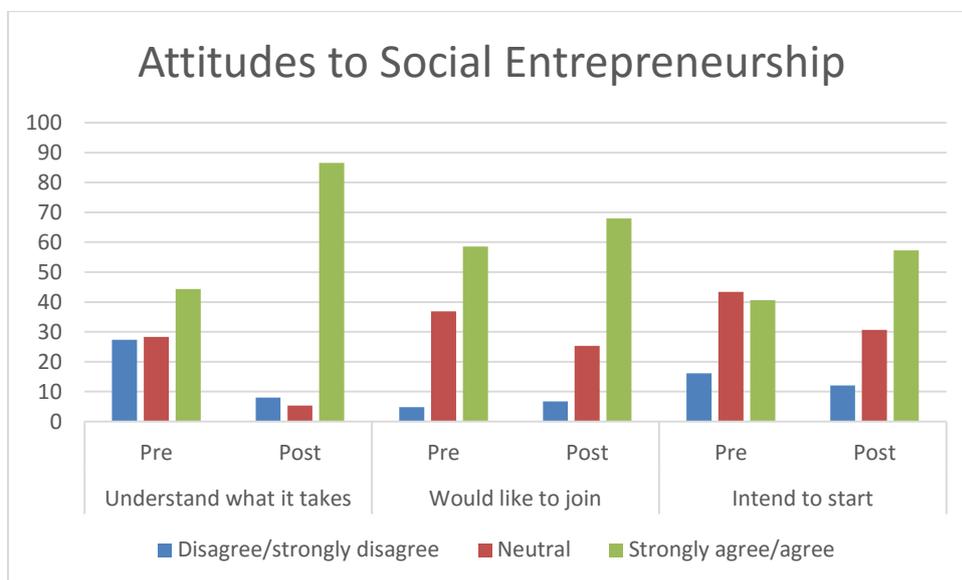


Figure 4: Changes in attitudes to social enterprise and entrepreneurship

Table 2 and Figure 4 show:

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 proportion of participants agreeing or strongly agreeing that they understand what it takes to set up a social enterprise significantly increased by 43% following engagement in the Social Seducement game – from 44% at the start to 87% following completion of the project (chi-square=26.8; sig=0.044)
- The proportion of participants agreeing or strongly agreeing that they would like to join a social enterprise significantly increased by 9% following engagement in the Social Seducement game – from 59% at the start to 68% following completion of the project (chi-square=34.6; sig=0.000)
- The proportion of participants agreeing or strongly agreeing that they Intend to start a social enterprise significantly increased by 16% following engagement in the Social Seducement game – from 41% at the start to 57% following completion of the project (chi-square=31.8; sig=0.001).
- This suggests the participation in the game significantly increased participant awareness of social enterprises, and that participation in the game is likely to have increased the possibility that participants will apply what they have learned at some point in the future.

Changes in self-reported 'self-efficacy'

One of the objectives of the Participant Survey was to assess whether and in what ways participation in the Social Seducement Game has a 'social inclusion' effect. The survey therefore included a set of ten questions designed to measure aspects of 'self-efficacy', measured on a four-point scale (Not at all true; Hardly true; Moderately true; Exactly true):

- I can always manage to solve difficult problems if I try hard enough
- If someone opposes me, I can find the means and ways to get what I want
- It is easy for me to stick to my aims and accomplish my goals
- I am confident that I could deal efficiently with unexpected events
- Thanks to my resourcefulness, I know how to handle unforeseen situations
- I can solve most problems if I invest the necessary effort
- I can remain calm when facing difficulties because I can rely on my coping abilities
- When I am confronted with a problem, I can usually find several solutions
- If I am in trouble, I can usually think of a solution
- I can usually handle whatever comes my way.

Responses to these questions were compared for the 'matched-pair' sample using crosstabulation, testing for significant differences in response using chi-square. Table 3 summarises the results.

Table 3: Comparison of baseline and follow-up survey responses on self-efficacy measures

Question	Chi-sq.	Sig.
I can always manage to solve difficult problems if I try hard enough	25.1	0.000

If someone opposes me, I can find the means and ways to get what I want	33.8	0.000
It is easy for me to stick to my aims and accomplish my goals	4.5	0.608
I am confident that I could deal efficiently with unexpected events	50.6	0.000
Thanks to my resourcefulness, I know how to handle unforeseen situations	29.8	0.000
I can solve most problems if I invest the necessary effort	9.1	0.059
I can remain calm when facing difficulties because I can rely on my coping abilities	13.8	0.032
When I am confronted with a problem, I can usually find several solutions	16.7	0.002
If I am in trouble, I can usually think of a solution	13.6	0.009
I can usually handle whatever comes my way.	14.2	0.001

Table 3 shows:

- The analysis showed that survey respondents reported statistically significant increased self-efficacy on 8 of the 10 measures used in the survey (highlighted in blue in the Table) and on six measures the increases were highly significant (sig=0.005 or less).
- The most significant increases highlighted are in ‘assertiveness’ – “If someone opposes me, I can find the means and ways to get what I want”; confidence – “I am confident that I could deal efficiently with unexpected events” and problem-solving – “I can always manage to solve difficult problems if I try hard enough”.

To further assess the effects of participation in Social Seducement on self-efficacy, an aggregated score on self-efficacy was computed, by adding together scores on each of the 10 measures, and then comparing the mean survey sample scores (maximum possible score=40) for the matched-pair sample for the baseline and follow-up surveys. The results are shown in Table 4.

Table4: Matched-pair student t-test, mean scores on aggregated self-efficacy, before and after participation in the Social Seducement Game

	Minimum	Maximum	Mean	Std. Deviation
Pre-game	15	40	31.6	4.1974
Post-game	27	40	32.8	3.3376
Paired sample correlation	0.4704			
Paired sample t-test	2.0031	Sig.	0.025	

Table 4 shows:

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 survey results show that self-reported self-efficacy slightly increased from a mean of 31.6 before participation in Social Seducement to a mean of 32.8 following participation in the project. However, this increase is statistically significant at the 0.05 confidence level.

Changes in participant digital competences (ability to use digital tools and on-line resources).

Another key desired outcome of the Social Seducement Game was to help participants acquire the digital competences needed to improve their social enterprise skills. The Survey therefore looked at whether participation in the Game had improved digital competences in two areas:

- Using digital tools and technologies to work with others
- Working with others online to produce resources and knowledge.

Table 5 compares participant self-reported assessment of their competences for these two measures before and after participation in the Game.

Table 5: Comparison of participant digital competences before and after participation in Social Seducement

% participants	Use digital tools and technologies to work with others		Work with others online to produce resources and knowledge	
	Pre-game	Post-game	Pre-game	Post-game
Cannot do this	6	3	8	1
Do this a little	16	3	19	7
Do this reasonably well	41	47	44	29
Very good at this	28	35	23	47
Expert	9	13	6	16
Total	100	100	100	100

Table 5 shows:

The survey data suggests that participation in the Social Seducement Game had a significant positive effect on participant digital competences:

- The proportion of participants who reported they could use digital tools and technologies to work with others reasonably well increased from 41% to 47% following completion of the project, and the proportion of participants who reported they were very good at using digital tools and technologies to work with others increased from 28% to 35% following completion of the project (chi-square=58.6; sig=0.000)

- The game has also had a positive impact for participants in terms of working with others online to produce resources and knowledge. Although the proportion of participants who reported they could work reasonably well with others online to produce resources and knowledge decreased from 44% to 29% following completion of the project, the proportion who reported they were very good at this increased significantly from 23% to 47% and the proportion who reported they were 'expert' increased from 6% to 16% (chi-square=28.1; sig=0.031).

5. Conclusions from the Analysis

Methodology and Sample Characteristics

- The Participant Survey was delivered in two stages: a 'baseline' survey (pre-test) delivered prior to the training and a follow-up (post-test) survey following completion of the training. 115 participants completed the baseline survey. 77 participants completed the follow-up survey. 47 participants completed both the baseline and the follow-up survey. Whilst these data can provide an interim 'snapshot' of results at this stage of the project, these results need to be treated with caution, firstly, because of the small sample sizes and, secondly, because not all of the participants who completed the 'baseline survey' completed the 'follow-up', and therefore the analysis is not strictly based on an 'equivalent groups' design.
- There were no significant differences in survey responses between the different countries represented in Social Seducement. The sample of participants shows a broad distribution in terms of gender, age, educational level and labour market status with no significant differences between the baseline and follow-up survey populations.

The Participant Experience

- The survey results suggest that the Game was generally a positive experience for most of those who took part. 76% of those surveyed agreed or strongly agreed that they enjoyed taking part in the Social Seducement game; 69% agreed or strongly agreed that they were, overall, satisfied with in the Social Seducement game; 77% agreed or strongly agreed that what they learned in the game would be useful in their working life. However, a minority of participants expressed dissatisfaction – particularly with technical issues and bugs in the game, and lack of sufficient guidance on what was required.
- The majority of participants perceived group and team working in Social Seducement as a positive experience, and the Game also appears to have had a positive effect on social relationships. 77% of those who took part in the survey agreed or strongly agreed that they intend to stay in touch with some people from their Social Seducement team. However, some participants highlighted issues around communications.
- The Survey results clearly show that participation in the Game has had a positive effect on attitudes to social enterprise. 82% of those surveyed agreed or strongly agreed that they understand what it takes to set up a social enterprise; 69% agreed

90

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.

or strongly agreed that they would like to join a social enterprise; 61% agreed or strongly agreed that they intend to start a social enterprise at some point.

- The main areas highlighted that require improvements to the game focus on usability and improving technical functionalities, particularly eliminating the 'bugs' in the project.
- Perceptions of the game experience do not significantly differ with regard to country of origin, gender, age, educational level or labour market status, except that unemployed participants and people with 'other' labour market status are less positive about the Game's team-working aspects, and participants with tertiary level education are more likely to join a social enterprise.

Main Outcomes

- Participation in the game significantly increased participant awareness of social enterprises, and participation in the game is likely to have increased the possibility that participants will apply what they have learned at some point in the future.
- Participation in the game significantly increased participant sense of their self-efficacy. Self-reported self-efficacy increased from a mean of 31.6 before participation in Social Seducement to a mean of 33 following participation in the project.
- Participation in the Social Seducement Game had a significant positive effect on the acquisition of digital competences.