Intellectual Output 08

Scale-Up Handbook / Transferability Manual

Control Sheet

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Authors	**Renate Goergen, Le Mat**
Contact details	socialseducement@tavinstitute.org
Contributors	LE MAT, TIHR
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About Social Seducement

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

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

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

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

To know more about the project please visit our website: www.socialseducement.net

Executive Summary

This scale-up handbook offers a simple, systematic guide to using the SocialPlanet serious online game developed by the Social Seducement project (Erasmus+ project 2014-1-UK01-KA200-001830) as part of a comprehensive set of research, development and engagement activities between 2014-2017. It is designed to speak to all those who are interested in supporting the development of entrepreneurial skills and planning capacities and those helping excluded people to set up a collective social enterprise. The handbook offers the knowledge and experience gained from implementing the Social Seducement project so that it can inform the partnerships', facilitators' and wider scaling efforts.

The current policy context for (social) entrepreneurship

SocialPlanet serious online role play game is a tool for aspiring social entrepreneurs working on their motivations, skills ideas and experiences that maybe used by supporting organizations. It has been developed against the backdrop of a very supportive policy context where a number of initaitives at European level seek to build entrepreneurial skills of the European population. For instance, the 2013 *Entrepreneurship Action Plan 2020*[1] has kept the need to promote entrepreneurship education and entrepreneurial learning under the spotlight; the New Skills Agenda for Europe includes entrepreneurial competences as the key set of skills everyone should have; and the European Commission is intent to support the development of social enterprises as recently expressed in the Madrid declaration.

Policy barriers and possible solutions

Whilst the policy environment is thus broadly supportive of building (social) entrepreneurship skills, the stakeholder consultation we implemented in mid-2017 point towards a number of policy barriers to encouraging entrepreneurship among people with disadvantages. Lack of learning programmes and absence of entrepreneurial culture were named by around half of respondents a significant barriers for people with disadvantages to become entrepreneurs. Against this background, good entrepreneurship programmes involve: skilled facilitation, training that is grounded in reality and that practices soft skills. Training organisations, (social) entrepreneurship organisations and other specialist providers (such as IT companies, civil society organisations, EU level assocations) were deemed the most suitable audiences for scaling the game.

The SocialPlaNet seious online role play game: foundations for scaling

The SocialPlaNet serious online role play game works fits precisely with these ideas nad suggestions which puts it into a goodp position for scaling: we developed the game collecting experiences and stories as a concrete proposal to many other organizations working on the topic of scaling up Social Economy Enterprises (itself already a scaling process); players have the

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opportunity to be guided by a skilled facilitator – 15 of which we trained during project implementation and have offered a network infrastructure to; and the pilot evaluation has shown that the game has a statistically significant effect on soft skills (self-efficacy measure) as well as leading to a mindset change in players. A number of scaling pathways are therefore built into the project already: its match with market needs, trained and networked professionals who have used the game already, player stories. In addition, awareness raising and mainstreaming activities implemented by project partners during the project have built links with relevant organisations that lay the foundation for further scaling.

Lessons from pilot evaluation relevant for scaling

Whilst the game was designed for people facing disadvantages, the evaluation has shown that it produces results independent of factors sucah as country of origin, gender, age, educational level, ethnicity or labour market status. This offers a broad set of audiences for whom the game has potential relevance. Facilitators support the group while playing, though the game can also function very effecitvely without facilitation: as groups gain confidence, they become increasingly autonomous and need the facilitator less. However, the more complex the exclusion factors players face, the more essential facilitator intervention becomes. The game worked well when a blended online/offline approach was taken, and when the group size was smaller. The less linked in a facilitator is with networks or organisations dealing with the target group the more effort needs to be put into player recruitment.

The scaling approach going forward

We see particular potential in using the game with the following target groups: migrants, people with disabilities, women, young people and seniors. To work towards scaling with these group, we will: keep the game and resources openly available on the project website and Erasmus+ dissemination platform; continue to raise awareness of the game; work with and through the network of facilitators to continue practical use of the game; work through individual parnters' networks to encourage use of the game among relevant organisations and audiences.

Recommendations and conclusions

Based on our work and the stakeholder consultation, we have six recommendations for European, national and local level, training and VET organizations, academic, experts and practitioners. It is with these that this scaling up manual concludes.

Resumen ejecutivo

Este manual de ampliación ofrece una guía sencilla y sistemática para utilizar el juego serio (serious game) en línea SocialPlanet, desarrollado en el ámbito del proyecto Social Seducement (Erasmus + Project 2014-1-UK01-KA200-001830) como parte de un conjunto completo de actividades de investigación, desarrollo y participación entre 2014 y 2017. Está diseñado para todos aquellos que estén interesados en apoyar el desarrollo de habilidades empresariales y capacidades de planificación, así como para aquellos que ayudan a las personas desfavorecidas a crear una empresa social colectiva. El manual ofrece los conocimientos y la experiencia adquirida con la implementación del proyecto Social Seducement, exponiendo los esfuerzos realizados por el consorcio, los facilitadores y los participantes.

El contexto político actual para el emprendimiento (social)

SocialPlanet es una herramienta para aspirantes a empresarios sociales que trabaja sus motivaciones y habilidades en el desarrollo de ideas y experiencias, que podría ser utilizado por organizaciones asistenciales. Se ha desarrollado sobre la base de un contexto político muy favorable en el que una serie de iniciativas a escala europea buscan desarrollar las capacidades empresariales de la población de la Unión Europea. Por ejemplo, el Plan de Acción para el Emprendimiento 2013 ha mantenido el foco en la necesidad de promover la educación para el espíritu y el aprendizaje empresarial; la Agenda de Nuevas Habilidades para Europa incluye las competencias empresariales como el conjunto clave de habilidades que todos deberían tener; y la Comisión Europea tiene la intención de apoyar el desarrollo de las empresas sociales, tal como se expresó recientemente en la Declaración de Madrid.

Barreras políticas y posibles soluciones

Si bien el entorno normativo respalda ampliamente la creación de capacidades empresariales (sociales), la consulta de las partes interesadas que pusimos en práctica a mediados de 2017 apunta a una serie de obstáculos políticos para fomentar el espíritu empresarial entre las personas desfavorecidas o con algún tipo de dificultad. La falta de programas de aprendizaje y la ausencia de cultura empresarial fueron nombrados por alrededor de la mitad de los encuestados como barreras significativas que enfrentan las personas con desventajas para convertirse en empresarios. En este contexto, los buenos programas de emprendimiento implican: facilitación especializada, capacitación basada en la realidad y práctica de las llamadas "habilidades blandas" (soft skills). Las entidades dedicadas a la formación, las organizaciones empresariales (sociales) y proveedores especializados como las empresas de tecnologías de la información, las organizaciones de la sociedad civil y las asociaciones a nivel de la UE, se consideraron las audiencias más adecuadas para ampliar el juego.

SocialPlaNet - juego de rol en línea: fundamentos para su ampliación

El juego SocialPlaNet encaja perfectamente con estas ideas y sugerencias, por lo que está en una buena posición para ser ampliado: hemos desarrollado el juego en base a la recolección de experiencias e historias como una propuesta concreta para muchas otras organizaciones que trabajan en el tema de la ampliación de Empresas de Economía Social (ya es un proceso de ampliación). Los jugadores tienen la oportunidad de ser guiados por un facilitador experto (hemos formado a 15 de ellos durante la implementación del proyecto y hemos

ofrecido la infraestructura necesaria para que formen una red). La evaluación piloto ha demostrado que el juego tiene un efecto estadísticamente significativo en las "habilidades blandas" (soft skills, medida de autoeficacia), así como que conduce a un cambio de mentalidad en los jugadores. Por lo tanto, en el proyecto están integradas una serie de vías de ampliación: su correspondencia con las necesidades del mercado; los profesionales entrenados y conectados por medio de la red de facilitadores, que ya han utilizado el juego; y las historias de los jugadores. Además, las actividades realizadas en el ámbito del proyecto y la labor de sensibilización desempeñada por los socios, han establecido vínculos con organizaciones relevantes que sientan las bases para una mayor ampliabilidad.

Lecciones aprendidas de la evaluación piloto y su relevancia en la ampliación

Mientras que el juego fue diseñado para las personas que enfrentan dificultades o algún tipo de desventaja, la evaluación ha demostrado que produce resultados independientemente de factores como el país de origen, el género, la edad, el nivel educativo, la etnia o la situación laboral. Esto ofrece un amplio conjunto de usuarios para los que el juego tiene una relevancia potencial. Los facilitadores apoyan al grupo mientras juegan, aunque el juego también puede funcionar muy eficazmente sin facilitación: a medida que los grupos ganan confianza, se vuelven cada vez más autónomos y necesitan menos al facilitador. Sin embargo, cuanto más complejos sean los factores de exclusión que enfrentan los actores, más esencial será la intervención del facilitador. El juego funcionó bien cuando se tomó un enfoque combinado en línea / fuera de línea y cuando el tamaño del grupo era menor. Cuanto menos vinculado está el facilitador con las redes u organizaciones asistenciales que se ocupan del grupo objetivo, más esfuerzo se debe poner en la búsqueda de jugadores.

Evolución de la ampliación

Vemos un potencial particular en el uso del juego con los siguientes grupos objetivo: migrantes, personas con discapacidad, mujeres, jóvenes y los adultos mayores. Para trabajar con estos grupos, vamos a mantener disponibles tanto el juego como los recursos, de forma abierta, en el sitio web del proyecto y en la plataforma de difusión Erasmus +; seguiremos aumentando la concienciación del juego; trabajaremos con la red de facilitadores para continuar practicando con el juego; y trabajaremos a través de las redes de los socios del consorcio para fomentar el uso del juego en las organizaciones y audiencias pertinentes.

Recomendaciones y conclusiones

Basándonos en nuestro trabajo y en la consulta a las partes interesadas, tenemos seis recomendaciones para las organizaciones europeas, nacionales y locales, centros de FP, académicos, expertos y profesionales. Con ellas concluye este manual de ampliación.

Sintesi

Questo manuale di scale-up offre una guida semplice e sistematica per l'utilizzo del serious online game SocialPlanet sviluppato sviluppato nell'ambito del progetto Social Seducement (Erasmus + project 2014-1-UK01-KA200-001830) come parte di un insieme completo di attività di ricerca, sviluppo e sperimentazione tra 2014-2017. È progettato per parlare a tutti coloro che sono interessati a sostenere lo sviluppo delle capacità imprenditoriali e di progettazione e di aiutare le persone escluse a creare un'impresa sociale collettiva. Il manuale si basa sulle conoscenze e le esperienze acquisite nel corso dell'attuazione del progetto di Social Seducement al fine di fornire utili informazioni ai futuri partners e facilitatori per implementare l'uso del gioco.

Il contesto politico attuale per l'imprenditoria (sociale)

Il serious online game SocialPlanet è uno strumento per aspiranti imprenditori sociali perché lavora sul rafforzo delle loro motivazioni, idee, esperienze e competenza e può quindi facilmente essere utilizzato da organizzazioni di supporto. È stato sviluppato sullo sfondo di un contesto politico europeo molto favorevole in cui numerose iniziative sono volte alla costruzione di maggiori competenze imprenditoriali della popolazione europea. A titolo esemplificativo valga il *Entrepreneurship Action Plan 2020[2]* del 2013, che sottolinea la necessità di implementare e promuovere la formazione e l'apprendimento imprenditoriale; L'Agenda per le nuove competenze per l'Europa include le competenze imprenditoriali come insieme di competenze chiave che tutti dovrebbero avere. E in aggiunta la Commissione europea intende sostenere lo sviluppo delle imprese sociali come recentemente espresso nella dichiarazione di Madrid.

Barriere politiche e possibili soluzioni

Se quindi l'attenzone politico è quindi in larga misura favorevole alla necessità di costruire imprenditorialità (sociale), la consultazione con gli stakeholder che abbiamo realizzato a metà del 2017 sottolinea una serie di barriere politiche per aumentare di fatto le capacità imprenditoriali delle persone svantaggiate. La mancanza di specifici programmi di formazione da un lato e dall'altro l'assenza di cultura imprenditoriale sono stati nominati da circa la metà degli intervistati come barriere significative per le persone svantaggiate a diventare imprenditori. Efficaci programmi di formazione imprenditoriale dovrebbero prevedere invece la facilitazione qualificata e la formazione dovrebbe essere molto vicina alla pratica e guarantire l'apprendimento di competenze semplici.. Le organizzazioni di formazione, le organizzazioni d'impresa (sociale) e altre organizzazioni specializzate (come le società IT, le organizzazioni civili, le associazioni europee) sono state considerate gli attori più adatti per promuovere e usare il gioco.

Il serious online role game SocialPlaNet: le basi per lo scaling-up

Il serious online game SocialPlaNet è in linea con queste idee e suggerimenti e permette quindi di pensare che lo scaling-up possa funzionare con successo.: infatti per il gioco abbiamo raccolto numerose esperienze e storie di molte altre organizzazioni che lavorano sul

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tema dello sviluppo dell'Economia Sociale e già questo può essere considerato un processo di scaling; i giocatori sono guidati da un esperto facilitatore - di cui 15 sono stati formati durante l'implementazione del progetto e a cui abbiamo poi offerto un'infrastruttura di rete; la valutazione dell'azione di pilotaggio ha dimostrato che il gioco ha un effetto statisticamente significativo sulle cosidette soft competenze (aumento di auto stima) e favorisce un cambiamento culturale nei giocatori. Infatti sono stati inseriti già diversi step utili per lo scaling: una forte relazione con le esigenze del mercato, un numero significativo di esperti che hanno utilizzato il gioco, le esperienze dei giocatori. Inoltre, tutti i partners hanno realizzato attività di sensibilizzazione e di mainstreaming nel corso del progetto che hanno favorito la costruzione di collegamenti stabili con altre organizzazioni interessate e competenti che diventeranno attive nella fase dello scaling.

Importanti lezioni per lo scaling dalla valutazione dell'azione di pilotaggio

Il gioco è stato progettato in particolare per le persone con svantaggi sociali e la valutazione ha dimostrato che produce risultati indipendentemente da fattori come paesi di origine, sesso, età, livello di istruzione, etnia o status nel mercato del lavoro. Questo dato amplia il numero di potenziali giocatori interessati. I facilitatori sostengono il gruppo durante il gioco seppure è stato dimostrato che il gioco può funzionare in maniera molto efficace anche senza una sistematica facilitazione: i gruppi acquisiscono fiducia, diventano sempre più autonomi e gradualmente riescono a fare a meno del facilitatore. Tuttavia, più complessi sono i fattori di esclusione sociale che i giocatori devono affrontare, più l'intervento del facilitatore diventa importante. Il gioco è funzionato bene quando è stato adottato un approccio combinato tra sezioni online e offline e con gruppi meno grandi. Un facilitatore poco coinvolto o conesso con reti o organizzazioni che si occupano di gruppi svantaggiati faticherà di più a comporre un gruppo di giocatori.

Come si intende procedere nel processo di scaling

Siamo convinti che il gioco può essere particolarmente efficace con i seguenti gruppi target: migranti, persone con disabilità, donne, giovani ma anche persone più anziane. Per favorire il processo di scaling con questi gruppi renderemo il gioco accessibile sul sito web del progetto e sulla piattaforma di diffusione del progetto Erasmus +, continueremo a diffondere la conoscenza del gioco, lavoreremo con e attraverso la rete di facilitatori per favorire l'uso allargato del gioco; e attraverso le reti dei parnter incoraggeremo l'uso del gioco tra le organizzazioni e le persone interessate.

Raccomandazioni e conclusioni

Sulla base del nostro lavoro e della consultazione con gli stakeholder, abbiamo sviluppato sei raccomandazioni per il livello europeo, nazionale e locale, per le organizzazioni di formazione professionale, per le università e per esperti, professionisti etc.. Con queste raccomandazioni il Manuale di scaling si conclude.

Table of Contents

1. Introduction

The SocialPlaNet serious online game to plan social enterprises was developed thanks to the Erasmus+ project Social Seducement which brought together very different partners with a deep know-how on pedagogical and technical issues, but also researchers and practitioners and social entrepreneurs themselves.

1.1 About the SocialPlaNet game

We applied our different competencies and experiences to produce a tool that could help unemployed people and/or groups of aspiring social entrepreneurs with a particular vulnerable background to plan their collective social enterprise through an enjoyable group work let by the game steps, stories and quizzes and with the support of a facilitator.

The stories in the game are real stories collected with the help of existing social enterprises and we hope in the future to increase continuously the collection. Learning by copying good ideas and practices or by avoiding errors committed and told by others is the approach we experience also in real life as social enterprise developers, mentors, coaches, facilitators.

The game permits a continuous exchange among the players, a real planning activity, through the chat function and using a virtual whiteboard to appoint ideas and to complete the business model.

We used the CANVAS methodology (BMC) and the different clusters of activities to help the group to understand and to exercise the entrepreneurial approach.

If playing the game the groups feel more and more comfortable and convinced about their idea they may decide to proceed and really to set up a social enterprise. The tool can also be used to write the real business plan and to print it out.

1.2 This scale-up handbook

This scale-up handbook wants to offer a simple, systematic guide to using the SocialPlanet serious online game to all those who are interested in supporting the development of entrepreneurial skills and planning capacities and those helping excluded people to set up a collective social enterprise. It shows how to build the enabling environment and to follow the development of the skills and the capacity to work as a group. We want to share the knowledge and experience gained by our studies and the operational activities during our professional work and the Erasmus+ period to improve performance and scale-up successes.

The recommendations are grounded on the framework of European studies and recommendations, the insights gained from the past three years of collaboration and learning one from the other and the piloting of the game.

For a commercial start-up, 'scaling' usually refers to moving to a new level of company activity and revenues, beyond what was possible during the initial start-up phase.

In our case and generally for the social enterprises primary focus when scaling is to expand the reach of the impact.

An important Policy Brief on Scaling the impact of social enterprises was developed by the European Commission and the OECD. It can be downloaded here: http://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=7919

The result of our Erasmus+ Social PlaNet project – the SocialPlanet Serious Game – will be operating 'at scale' when it achieves a new level of impact by significantly increasing:
- the geographical reach of its use,
- the number of beneficiaries/players,
- the depth of impact per beneficiary and or group of beneficiaries,
- the growing number of SocialPlaNet facilitators using the game

To be able to do this effectively, the tool should
- be relevant beyond the need to increase the entrepreneurial and social competencies of the population
- be relatively simple (i.e. have a clear idea that is easy to • communicate and understand),
- offer products and services that are clearly better in commercial and/or impact terms than the alternatives available,
- be able to demonstrate economic and social impact performance,
- not depend solely on the talents of a limited number of individuals
- be a serious proposal involving many VET organizations.

The terms 'scaling' (and 'at scale'), 'replication' and 'growth' tend to be used inconsistently and in ways that often overlap. The aim is not to carbon-copy the experiences of others but to replicate and adapt the model or key components of it so that it is responsive to the new target market and environment.

Replication will be initially driven by the original organisations involved in the project working alone or with partners, or it can be managed by the Social Seducement facilitators network we are setting up.

The SocialPlaNet serious game is finalized as a technical support to permit groups of people to think and set up their social enterprise and to scale the activities without high risks of failing. The main reasons for failure are a lack of: information and the right know-how, human capital, access to finance, access to relevant networks, and emotional support (e.g. to overcome a fear of failure), among others. The technical coaching and mentoring, peer-to-peer learning, provided by the game together with the trained facilitator can make a crucial difference to the success of the social entrepreneurs.

This is a guide for VET organizations and practitioners who want to set up a training, coaching or advisory programme to support the development of SEE, to scale already existing activities or at least simply to bring excluded people near the planning and entrepreneurial culture.

It is not a guide that tells entrepreneurs how to scale up their enterprise. Rather, this guide is aimed at development agencies, private sector development programmes and partner organisations promoting the growth of SEE, incubators, accelerators, public/private support.

Organizations, managers or facilitators interested in using the tool will work closely with the partners of the Social Seducement project and the SocialPlaNet Facilitators Network. It is not necessarily a problem if organisations wanting to run a scaling programme do not have the required level of professional expertise in house. We can provide this through the facilitators' Network. However, they will need a deep interest in social entrepreneurship and the way to help excluded people to increase their entrepreneurial capacities and to set up a collective social business.

The scale up handbook provides the basic elements to know the general European framework and the results of our piloting of the game in 5 different European countries. We hope that the handbook will be useful for public and private Vocational Education and training (VET) organizations, experts and practitioners of social entrepreneurship, facilitators and all those that are interested in the development of social entrepreneurship and therefore may be interested in using the SocialPlaNet serious RPG.

2. European policies on the development of entrepreneurial competences, social entrepreneurship and scaling up of good practices

SocialPlanet is a tool for policy makers but for aspiring social entrepreneurs working on their motivations, skills ideas and experiences that maybe used by the supporting organizations. But also in this case concrete good practice examples are important and certainly a positive environment favours the learning and planning activities. **Therefore any scaling activity has to consider what is going on with the general development policies.** This chapter sets out the broad policy framework at European level within which (social) entrepreneurship activities, and any training to support respective skills development, sit.

2.1 Increasing Entrepreneurial Capacities for all and Competence Framework

For many years one of the central themes of the European development projects has been the necessity to increase the entrepreneurial culture and capacities of the population in particular in relationship to the more excluded people such as unemployed and more vulnerable persons.

The development of the entrepreneurial capacity of European citizens and organisations has been one of the key policy objectives for the EU and Member States for many years. There is a growing awareness that entrepreneurial skills, knowledge and attitudes can be learned and in turn lead to the widespread development of entrepreneurial mind-sets and culture, which benefit individuals and society as a whole.

The European Commission first referred to the importance of entrepreneurship education in 2003, in the European Green Paper on Entrepreneurship in Europe. By 2006, the European Commission had identified a 'sense of initiative and entrepreneurship' as one of the eight key competences necessary for all members of a knowledge-based society.

The 2008 *Small Business Act for Europe* [3], the 2012 *Communication on Rethinking Education*[4], and the 2013 *Entrepreneurship Action Plan 2020*[5] have kept the need to promote entrepreneurship education and entrepreneurial learning under the spotlight.

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[3] http://ec.europa.eu/growth/smes/business-friendly-environment/small-business-act/index_en.htm

[4] http://ec.europa.eu/languages/policy/strategic-framework/rethinking-education_en.htm

[5] http://ec.europa.eu/growth/smes/promoting-entrepreneurship/action-plan/index_en.htm

> *"Entrepreneurship is a skill that can be learnt. You don't have to be born an entrepreneur to run a successful business. You can become one by developing an entrepreneurial mind set and skills. As Europe needs more entrepreneurs creating jobs, it's necessary to support this type of education in all EU countries. The main objective of the European Commission is to promote entrepreneurship education and stress its importance at all levels from primary school to university and beyond."*
> *https://ec.europa.eu/growth/smes/promoting-entrepreneurship/support/education_en*

This has led to a wealth of initiatives across Europe. Almost a decade after the 2006 Recommendation on '*Key competences for lifelong learning[6]* there is still a broad need to work on these competencies:

> *"In particular, building on diverse individual competences, the differing needs of learners should be met by ensuring equality and access for those groups who, due to educational disadvantages caused by personal, social, cultural or economic circumstances, need particular support to fulfil their educational potential. Examples of such groups include people with low basic skills, in particular with low literacy, early school leavers, the long-term unemployed and those returning to work after a period of extended leave, older people, migrants, and people with disabilities."[7]*

The European Commission's' New Skills Agenda for Europe includes entrepreneurial competences as the key set of skills everyone should have*:*

> *"Working together to strengthen human capital, employability and competitiveness' to address the skills challenges that Europe is currently facing. The aim is that everyone should have the key set of competences needed for personal development, social inclusion, active citizenship and employment. These competences include literacy, numeracy, science and foreign languages, as well as more transversal skills such as digital competence,* **entre-preneurship competence, critical thinking, problem solving or learning to learn**.*"[8]*

The JRC (Joint Research Centre) on behalf of DG Employment, Social Affairs and Inclusion, has developed a definition of entrepreneurship as a competence and a reference framework describing it, the Entrepreneurship Competence Framework.[9]

The Entrepreneurship Competence Framework, also known as EntreComp, offers a tool to improve the entrepreneurial capacity of European citizens and organisations. The framework aims to build consensus around a common understanding of entrepreneurship competence by defining 3 competence areas, a list of 15 competences, learning outcomes and proficiency levels, which current and future initiatives can refer to.

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[6] http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962

[7] http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962

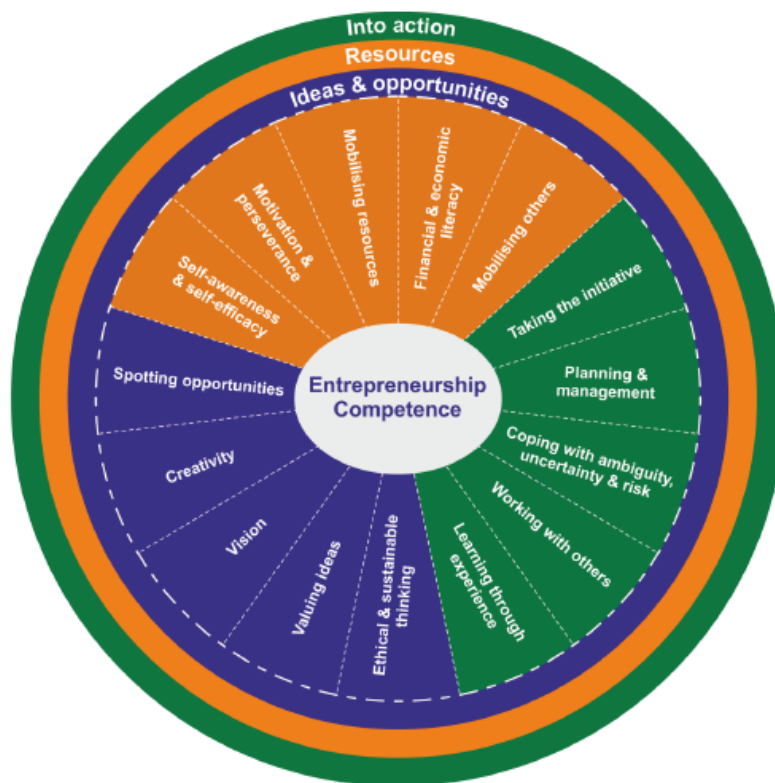[8] http://ec.europa.eu/social/main.jsp?catId=1223&langId=en

[9] https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework

The framework describes entrepreneurship as a transversal competence, which can be applied by citizens to all spheres of life from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and to starting up ventures (cultural, social or commercial).

"In the context of the EntreComp study, entrepreneurship is understood as a transversal key competence applicable by individuals and groups, including existing organisations, across all spheres of life. It is defined as follows:
Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social (FFE-YE, 2012). This [definition] thus embraces different types of entrepreneurship, including intrapreneurship, **social entrepreneurship**, *green entrepreneurship and digital entrepreneurship."*[10]

2.2 The Social Business Initiative – from 2011 up to now and the work of the Organisation for Economic Co-operation and Development (OECD)

Another important element for the development and the scaling of the set of tools and processes of the SocialPlaNet serious game is the growing attention of the European Institutions towards the development of Social Economy Enterprises and Social Entrepreneurship.

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[10] https://ec.europa.eu/jrc/sites/jrcsh/files/EntreCompConceptualModel_16.pdf

The SEE movement developed from the bottom up in many different European Countries since the 70ies of the last century. Many European programmes such as HORIZON, ADAPT, YOUTHSTART and further on the huge EQUAL Initiative in the framework of the Social Fund supported this development.

In 2011 the European Commission promoted the so called Social Business Initiative[11] in Directorate General GROWTH – Internal Market, Industry, Entrepreneurship and SMEs[12] and obviously under the Employment, Social Affairs & Inclusion.[13]

In support to the Initiative and Expert Group was set up.[14] A first group of experts (GECES) worked from 2012 to 2015 and a second group from 2015 to now. The final results of the work were many documents and recommendations on several themes up from the legal framework, the financial issues, the cultural changes necessary. In 2016 the second group of experts delivered the final GECES report: Social enterprises and the social economy going forward.[15]

The general intent of the Commission is to boost the attention on social entrepreneurship with all European governments strongly to support the development of social enterprises. The most recent political declaration was signed in Madrid the 17th of May 2017: http://www.lavoro.gov.it/notizie/Documents/2017-05-23-DICHIARAZIONE-MADRID-English-Version.pdf

In the meantime, in April 2017, the OECD (Organisation for Economic Co-operation and Development) together with the European Commission published a **Good Practice Compendium** *Boosting Social Enterprise development.*

Excerpt from the OECD Good Practice Compendium Boosting Social Enterprise Developemnt

"Social enterprises are long-standing agents of inclusive growth and democratisation of the economic and social spheres, and they have proved resilient to economic adversity all the while addressing socio-economic challenges in innovative ways, re-integrating people back to the labour market, and contributing to overall social cohesion. This compendium derives policy lessons for boosting social enterprises from the analysis of 20 initiatives in several EU member-countries, covering a range of policy areas from legal frameworks, finance, market access, and support structures, to education and skills."

"While varying national definitions makes international comparisons difficult, national figures provide an indication of the importance of social enterprises. For example, in Belgium, social enterprises account for 17% of private employment. In France, the social and solidarity economy – which includes social enterprises – is made up of almost 200 000 entities in 2014, accounting for 10% of GDP and 2.38 million jobs. Social enterprises were resilient during the crisis: in places such as Italy, Belgium and France employment in them grew at a rate of 20%,

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[11] http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52011DC0682

[12] http://ec.europa.eu/growth/sectors/social-economy/enterprises/

[13] http://ec.europa.eu/social/main.jsp?catId=952&intPageId=2914&langId=en

[14] https://ec.europa.eu/growth/sectors/social-economy/enterprises/expert-groups_en

[15] You can find it here: http://ec.europa.eu/growth/tools-databases/newsroom/cf/itemdetail.cfm?item_id=9024

12%, and 0.8% respectively between 2008 and 2014, while employment in mainstream or private enterprises decreased during the same period.

Social enterprises can only meet their full potential if an enabling environment is in place to allow them to start-up, scale-up and flourish. This is why the OECD and the European Commission have a longstanding co-operation to improve the ecosystems for social enterprises. This joint work supports European Union Member States in their efforts to create favourable conditions for social enterprises, while also providing learnings for the broader OECD area. The recent Start-up and Scale-up Initiative by the European Commission confirmed and provided new impetus to this approach.

Many European Union countries have recently addressed this promising policy field with dedicated legislation or strategic frameworks, and many others are preparing or considering new actions. New social enterprise support organisations and networks are also emerging, while other already established networks are placing more importance on this issue. In short, the European social enterprise landscape is evolving rapidly. In this context, there is a growing appetite to learn from others' experience, with increasing requests for the European Commission and OECD to support this exchange. And because countries have different traditions and aspirations, there is also a diversity of policies, programmes and initiatives from which others can learn. The challenge, however, is making this pool of experience accessible for those looking for inspiration and guidance…"

Here you can download the whole document: http://www.oecd-ilibrary.org/docserver/download/8416111e.pdf?expires=1497536187&id=id&accname=guest&checksum=8A342D9AAA2FE2AFB0838E454D7128CC

Following the documents and websites you may see that both the organizations are concentrated to work on capacity building for the policy makers in order to create a favourable environment.

Scaling, replication of good practices is another important issue to work on in order to give good examples. "The policy brief on scaling the impact of social enterprises" from 2016 was another important milestone.

> "This policy brief on strategies and policies to scale the social impact of social enterprises was produced within a multiannual cooperation between the LEED programme of the OECD and the Directorate General Employment, Social Affairs and Inclusion of the European Commission. It begins by explaining what a social enterprise is and what scaling means in the context of social enterprises. It then compares the scaling patterns of social enterprises and conventional enterprises, looking at social impact vs. profit maximisation, the types of goods and services involved, and stakeholder relations. It goes on to examine specific strategies for scaling impact and also highlights the challenges and policy responses connected with this."[16]

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[16] http://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=7919

2.3 A special note on inclusive entrepreneurship

The aim of our project work was to realize a game able to help and support specially groups of weaker, excluded people to find their way towards social entrepreneurship.

> *"Inclusive Entrepreneurship is a strategy and process for assisting people with diverse disabilities and/or economic and social disadvantages to become entrepreneurs through business planning training, use of customized business development goal and support planning, and access to financial resources utilizing the resources of diverse public and private partners working within a consensus-driven, collaborative framework".[17]*

In Europe, the Italian social cooperatives type B (born in the 1980ies and part of the Italian law about social cooperatives 381/91) are quite well known. "From Exclusion to Entrepreneurship" was an important issue in Italy already in the 1970ies together with the dismantling of total institutions and the possibility for the people with mental illness or drug addiction or disabilities to find a way to exit from their unemployment and marginalization.

"Social Entrepreneurs: the Italian case" was an important research realized already in 1998 by Fulvio Mattioni and Domenico Tranquilli.[18] The research showed that social cooperatives type b) created jobs for disadvantaged people in many different economic sectors but an additional important impact of social cooperatives type b) was the social carreer, empowerment and active citizenship of these people. Also in the OECD library we find an interesting article on the innovative approach of the Italian law.[19]

On behalf of inclusive business creation we can find a Compendium of good practices from the OECD.

OECD Compendium of good practive on inclusive entrepreneurship

"This compendium contains 20 case studies of public programmes in European countries that are successfully supporting business creation by people from disadvantaged and under-represented groups in entrepreneurship. The populations targeted by these programmes include youth, women, seniors, the unemployed, immigrants, ethnic minorities and people with disabilities. Each programme description details the programme's activities and approach, assesses the challenges faced in development and implementation, and offers tips for successful transfer to other contexts.
Public policy actions at national, regional and local levels can make an important contribution to economic growth and social inclusion by promoting business creation and self-employment by people who otherwise could remain outside of the mainstream of entrepreneurship. This compendium demonstrates that workable approaches exist and can help policy makers learn from each other's experiences to achieve widespread results."
http://www.oecd.org/industry/inclusive-business-creation-good-practice-compendium-9789264251496-en.htm

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[17] Syracuse University
[18] http://opac.sbn.it/opacsbn/opac/iccu/scheda.jsp?bid=IT\ICCU\BVE\0152600
[19] http://www.oecd.org/cfe/leed/37508649.pdf

Particularly interesting is a document following the European Equal Initiative where the Inclusive Entrepreneurship was a particular issue.[20]

The SocialPlaNet serious game can be used in this framework: empowering through exercising, planning, discussing towards social entrepreneurship.

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http://ec.europa.eu/employment_social/equal_consolidated/data/document/20%20Innovative%20solutions.pdf

3   Policy barriers and possible solutions

The previous section has shown that the policy environment is very much supportive of building entrepreneurship skills. Against this background, our stakeholder consultation of June 2017 - implemented via an online survey sent to nearly 300 organisations from policy, education and social entrepreneurship – was designed to elucidate policy barriers and possible solutions to entrepreneurship training for people with disadvantages. Whilst we only received 17 responses, the answers nevertheless give important pointers for scaling up our project results.

3.1 Policy barriers to encouraging entrepreneurship for people with disadvantages

Amongst the stakeholders who responded to the consultation, there was no homogenous view about the policy barriers to entrepreneurship. Issues to do with education and training were the factor most frequently mentioned (by one third of respondents), but it was rarely specified what exactly this meant. Two responses point towards a supply issue ("lack of education. Insufficient infrastructure"; "Lack of proper training and support programme"), a third answer suggests that eligibility for programmes can be a barrier. Some of the other responses are reproduced in the box below.

Range of policy barriers to encouraging entrepreneurship for people with disadvantages

- Cultural barriers influencing the idea of the entrepreneur, someone very active, able to lead a process of transformation, and the idea of disadvantaged people: someone passive, to be assisted, a risk for a controlled transformation.
- Lack of homogeneity of policy making regarding entrepreneurship and even for for disadvantaged people
- The lack of a legal framework considering those hybrid organisations aiming the generation of social and economic value for society.
- Government expertise, lack of policies and incentives

Source: *responses to Social Seducement stakeholder consultation survey, June / July 2017*

Answers to closed survey questions offer a bit more nuance: general political barriers, lack of learning programmes and absence of entrepreneurial culture are named by half (or nearly half) of respondents a significant barriers for people with disadvantages to become entrepreneurs. No adequate teachers or facilitators is seen as a minor barrier by most respondents.

3.2 Factors that make social entrepreneurship programmes work

When asked what features of a good social entrepreneuship programme are. Again, respondents mentioned a whole range of factors though a few themes do emerge:

- **Skilled facilitation** is mentioned by three respondents

> "The key factor are people who carry out the programme: teachers, tutors, mentors."
> "Staff with experience"
> "Skilled facilitation"

- Several others mention **training that is grounded in reality**

> *"Lesson learned from other initiatives";*
> *"tool oriented and that you work on a real project".*

- Several others mention the importance of training **soft skills**

> "Entrepreneurship needs innovation, creativity not standard guidelines or general Programmes. So flexibility is an important factor, capacity to adapt to changes that always occur in an entrepreneurial process."
> "Learn the soft skills, self-confidence, presenting yourself etc."
> "Good knowledge about potential obstacles, Each entrepreneur needs to go through adequate learning programmes and honor entrepreneurial culture"
> "good team building"

Other interesting factors mentioned were: ensuring some support after the programme and testing the solution, mentorship, locally delivered programmes and taking "good notice of those individuals who participate in the programme (their overall situation, various needs, the possible business idea and the objective of the enterprise, the legal form of the enterprise etc.)."

3.3 Scaling up online games

Against this background, survey responents thought that online games can have significant benefits for giving new skills (50 per cent of respondents) and changing attitudes (57 per cent of respondents) with minor benefits expected for improved knowledge (64 per cent ofrespondents) and improved decision making (57 per cent of respondents).

Stakeholders thought there are broadly three types of organisaitons who should take on or use an online game to train social entrepreneurship:
- Training organisations, including those focused on (social) entrepreneuship training
- (Social) entrepreneurship organisations
- Other (including: IT companies, civil society organisations, EU level assocations)

Consequently, promising routes for scaling mentioned include:

- Dissemination through organisations acting in the field, who promote training in social entrepreneurship.
- A netwok made up of training organisations and social enterprises, cross country alliances or a centralised steering group
- Through partners in Europe
- Mobilisation of civil society organisations, social media campaigns, ensure the content is translated in the local language
- A local approach, so perhaps starting in municipalities that would actively support this as this would allow combining online and offline training.

4. The Foundations of scaling and replication laid by project design and implementation: game design and infrastructure

Building on what was discussed in the previous two chapters, this section outlines the key activities and other resources (people and organisations) that we have implemented already as part of the delivering the Social Seducement project and that will influence our approach to scaling as outlined in this manual beyond the lifetime of the project.

4.1 Supporting training/learning processes towards social entrepreneurship: a practical tool, connected to the 'real world' and designed with input from key stakeholders

Following the growing development of European policies to develop the entrepreneurial capacities of the population and the need of social entrepreneurship, Social Seducement in the way it was conceptualised and implemented sought from the beginning to sustain and scale. Indeed, in addressing one of the key barriers people from disadvantaged backgrounds are seen to face by the stakeholders consulted as part of the formulation of this scaling strategy – no adequate learning programmes (seen as a 'significant barrier' by 57 per cent of respondents) - the project is in a good position to scale up.

Thus, the game was planned and developed to support the work of the social entrepreneurship supporters, facilitators, mentors, trainers, counsellors who since many years are active all over Europe following the growing attention of the citizens to contribute through a socially useful entrepreneurial activity to the development of a more social Europe. In addition obviously the game can be an important technical support for policy makers, academics and all the organizations boosting towards the development of social economy enterprises.

But the game is also the result of many years working on the field experiences, grassroot initiatives, of the real scaling process of peer to peer learning practices, of training experiences with active citizens, volunteer organizations, vulnerable groups and the social inclusion processes through social entrepreneurship. Since many years we all are called to develop replication strategies of good practices.

For instance, we developed the game collecting experiences and stories as a concrete proposal to many other organizations working on the topic of scaling up Social Economy Enterprises. SocialPlaNet is thus de facto the result of a scaling process (how to replicate good practices in Social Entrepreneurship development and training!) and maybe used and implemented in the future together with other experts. During the whole project circle we continued collecting contributions from a range of stakeholders.

With these activities we have taken care to incorporate the knowledge, needs and requirements of practicioners into the game design and content and hence to lay the basis for wider take up of our outputs.

4.2 Drivers and Spaces: The role of the facilitator and the facilitators training

The facilitator, or mentor/coach has a central role in each entrepreneurial learning process. The entrepreneurial learning process is based on achieving planning, marketing, selling and controlling competencies, all responsibilities to be taken over in a quite complex process finalized to use available resources (human and/or material), to organize/transform them, to sell or give them back after the transformation process with an added value. The "business planning" from the bottom up has to be done by the future entrepreneur; he/she, the group and the members of the group have to understand each step of the complex process and has to control if the mission is well completed.

It is not at all easy to plan a process like this. A frequent problem of small and medium enterprises in Europe is the lack of entrepreneurial planning (instead starting spontaneously). Therefore entrepreneurs aren't able to understand why their enterprise suddenly is going worse and/or to correct when it becomes necessary to change.

These cultural and technical difficulties are particularly heavy in the case of social entrepreneurs. Their starting point often is the idea to set up a service able to change the social conditions in their environment. They know that they have to use the rare resources they find in a productive and sustainable way in order to produce social added value but generally they don't have a strong entrepreneurial culture. That's why they have to learn to plan, to exercise by planning, simulating, correcting, controlling, changing.

Results from expert survey run by Social Seducement on the competencies to be trained

In our needs analysis survey we asked survey respondents to share their views about the general professional competences they considered most important to be trained. 70 per cent of respondents (members of VET and other training organisations, social enterprise organisations, employment agencies and other relvant stakeholders) considered the ability to organise (e.g. self-organise and organise teams and activities) and interpersonal skills (e.g. capacity to work in team, empathy, capacity to listening …) as most relevant to train. Our respondents also considered soft skills such as planning and goal setting (56.5%), problem solving (54,1%) and strategic thinking (51.8 %) as the most relevant in general terms, closely followed by ability to make decisions.

Source: Social Seducement Report on Targets' Needs Analysis,
http://www.socialseducement.net/outputs

In addition social entrepreneurs often start and act as a group – among the members frequently there are people with experiences in exclusion and unemployment - and the entire group has to learn the planning, to simulate real challenges: how to find the resources, to produce the added

value, to reach a social impact, how to organize, take the decisions, manage the conflicts. They need their time to plan and to learn, to find their vision and mission and they need somebody who follows their efforts and helps them not to get lost: a facilitator.

SocialPlaNet is an online tool giving the players the opportunity to be guided by an experienced facilitator.[21] Considering the importance of the role of the facilitator we have provided a specific Guide on running the game for current and future facilitators (you can find this here: http://www.socialseducement.net/game-and-resources).

Project results: the role of the facilitator in the SocialPlaNet role play game

In the views of the experts surveyed at the beginning of the project, the existence of a facilitator or moderator was seen as the third most important game feature to engage players in the game.[22]

This view was supported by findings from the piloting evaluation which revealed that enabling facilitation, which engaged in a nuanced way with the player groups, was an important mechanism for achieving game outcomes especially where facilitators take an encouraging tone and fill gaps.

Sources: Report on Targets' Needs Analysis" (IO2), http://www.socialseducement.net/outputs; Evaluation results (IO6)

As part of implementing the Social Seducement project we selected 15 experienced facilitators from 5 different European countries for a one week training event - a first scale-up process in their different countries through piloting involving vulnerable groups and cooperating with different organizations. Already the training was a successful scale-up process due to the fact that 15 facilitators – from 15 different organizations - shared for a week their knowledge and experiences with the aim to work on scaling – up social entrepreneurship through the SocialPlaNet game.

4.3 Game piloting and the facilitators network

The next step in our scale-up strategy was the rich piloting action going on since the beginning of 2017 in 5 countries, several different places and with very different players guided by the trained facilitators. A piloting guide was prepared to support the actions in the partner countries. You may find parts of the guide which will be useful to start scale-up tests in different organizations. The guide is published here: http://www.socialseducement.net/game-and-resources.

During the piloting in addition to the professional facilitators so called 'natural facilitators' (people with no specific facilitation training or background) were selected which is an additional value and additional partners participated. In selecting and training 'on the job' a group of natural facilitators, we have already widened the pool of potential actors able to and instered in working with the game henceforth.

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[21] You can read more details about the pedagogical model and the role of the facilitator in the specific guide available.

[22] See "Report on Targets' Needs Analysis", http://www.socialseducement.net/outputs

The facilitators' network, set up as part of this project, has a quite central role in the scale-up process. Members of the SocialPlaNet facilitators' Network will be the partners who developed the project, interested facilitators who worked with the piloting of the game, interested natural faciliitators and other relevant organizations and individuals.

The Network has the aim to scale-up the tool and the connected know-how and experience all over Europe as the excerpt from its statutes below shows. A number of members have volunteered time to the running of the network.

Remit of the Social Seducement / SocialPlaNet facilitators' network

MISSION, OBJECTIVES AND VALUES

The Network is a community of practice seeking to support and spread the use of the SocialPlaNet serious online role play game.

The core objectives of the network are:
- To promote the benefits and use of the SocialPlaNet online role play game to player, public sector, education and training and other audiences;
- To offer a support network to those facilitating SocialPlaNet games through mutual learning, sharing of resources and good practices;
- To act as an arbiter in case of player complaints against a facilitator;
- To develop and maintain collaborative relationships with the Social Seducement consortium partners;
- To support the creation and development of (collective) social entrepreneurship in a European context.
- To implement and spread the social entrepreneurship culture among among people facing disadvantages who want to contribute to the sustainable and inclusive development of our societies.

Source: Social Seducement facilitators' network Statutes
http://www.socialseducement.net/outputs

4.4 Exploring institutional, organizational and policy contexts: networking workshops and mainstreaming activities

During the Social Seducement project, step after step, workshops and meetings with development and training organizations have been organized to understand the needs of the social enterprise development organizations of a tool like the serious game online SocialPlaNet. Many discussions and focus groups gave us the opportunity to understand how to adapt the game but also how to orientate the scale-up action. The main results of these workshops, local ones in all the participating countries with the local stakeholders and two international ones, one in Gothenburg

and one in Brussels, is a high interest in the game by many organizations and also professional facilitators.

Project case study: Video of Social Planet application in Portugal

One of the members of the final Panel Session during the Brussels international conference of the project had researched potential application of the game with a range of key stakeholders from employment and VET organisations in Portugal indicating the potential to replicate the Social Seducement experience in an EU member state not part of the consortium. The results of this research can be seen here: https://youtu.be/oqDZXXQFZ68.

Moreover, partners undertook far reaching mainstreaming activities throughout the project (reported on in IO10 report on mainstreaming results). All the project partners are themselves partners of wider networks so the objective since the beginning of the project was to inform and involve more stakeholders possible. This objective wasn't particularly difficult to reach as the following paragraphs show.

Throughout the duration of the Social Seducement project, the project leader **Tavistock Institute of Human Relations** built relations with stakeholders from the Social Entrepreneurship community (in particular organisations involved in training prospective social entrepreneurs), public sector organisations, most notably Employment Division of Local Authorities and individuals from technology and education technology companies (both investing in and running such businesses) as well as higher education institutions and also liased with intrested stakeholders from policy, the private sector and higher education. This has not only helped us identify potential 'markets' for the game in the UK (schools, universities, local authorities) but also signalled a potential for the game in thrid countries. The Institute's Board of Trustees, composed of business and higher education leaders, has also been made aware of the project and are actively supporting the scaling process.

UNIR involved job market intermediaries (employment and VET agencies) as well as Higher Education institutions, policy makers (municipalities), and organisations active in the field of social economy. Three Memorandum of Understanding were signed with three different entities to promote the use of the game within the project activities and in the future, i.e.: the University of Granada, the Municipality of Granada and an organisation involved in social economy activities. Interest in testing the game has been shown also by local organisations working with physically disadvantaged categories and these are currently being trained to use the game in the future.

Le Mat – Agenzia di sviluppo cooperative sociale involved first all the cooperative members and their partners on local level in different Italian Regions. In addition Le Mat is member of IRIS NETWORK and of LEGACOOP and at least the ACI (International cooperative Alleance) and strongly linked to many other networks of social entrepreneurs. That will help in the future to scale the use of the game all over Italy. In addition Le Mat is working as a development agency for social entrepreneurs on European level and the game due to the fact that it has been realized in different languages can help very much to scale it. We are already taking contacts with our European Partners.

REVES aisbl (European Network of Cities and Regions for the Social Economy) circulated information on the Social Seducement game:

- Through the networks of its own members (local/regional authorities, social economy development agencies and social economy organizations from 17 EU Member States), some of which finally also took part in the testing of the tool and would like to use and/or develop it further.
- Through the establishment of relationships with social economy development agencies, public authorities, universities and VET institutions in Belgium (VIVES College Kortrijk tested the game and will integrate it in its seminar on social economy for the autumn/winter 2017/2018 period; a training institution for social workers became interested in testing the game etc.).
- Through its network at European and international level (contacts to European and international organizations such as Social Economy Europe and its member organisations, DIESIS, Social Platform, OECD LEED programme, Global Forum for the Social Economy - GSEF);
- In meetings with other European projects (Erasmus+ and Horizon 2020) which led to info requests by VET organizations, social economy organizations, NGOs not only from EU Member States, but also from third countries such as Montenegro, Korea or Israel/Palestine.
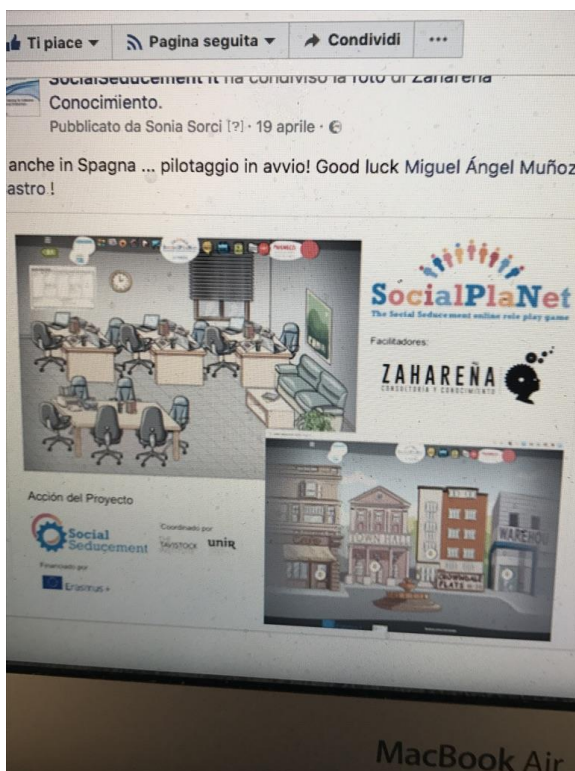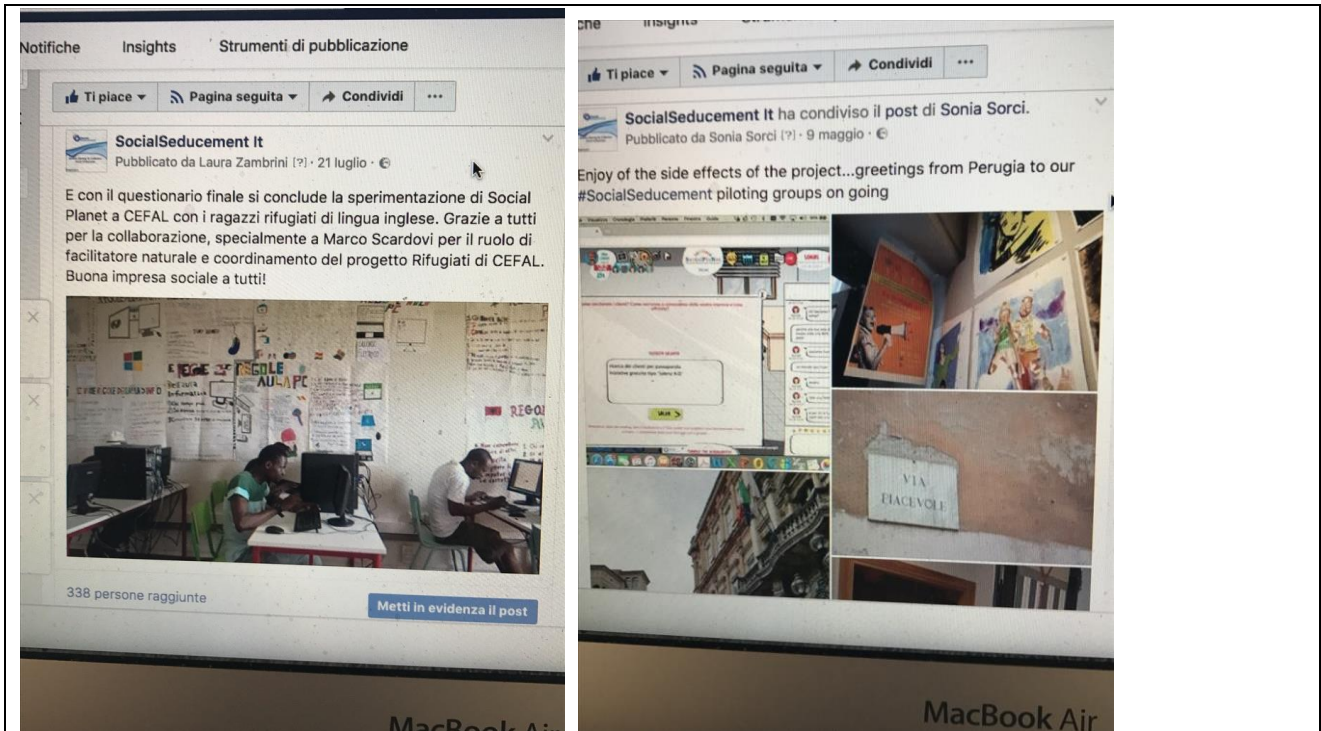
Social Networks and Social Media were used by all to share among players, aspiring entrepreneurs, facilitators and interested people what was going on using the game. We are convinced that the social networks are important instruments to increase the participation in using the game and the learning process.

4.6 The role of players

Last but not least the players had and will have an important role in our scale-up strategy. The results of their using the game to learn to plan and to set up a social enterprise, their feelings, their empowerment are an important indicator if we reached our aim and if in the future it will be possible to scale-up. One of our facilitators used a facebook page asking directly to the players to put their face and business ideas online.

Player stories and their business ideas from social seducement

It was important during the piloting to help some of the player groups to highlight since the beginning their social business ideas and to conncect with friends and potential clients. The players were asked if they normally use social networks (today a very strong marketing instrument) and the indicated facebook. That's why already during the Italian Piloting a facebook page was opened to built a SocialPlaNet community. Initially only the Italian groups communicated their work. Furtheron the Spanish and English added something.

Here you can see everything
https://www.facebook.com/SocSedIT/

In addition a public presentation has been organized where 5 groups of aspiring social entrepreneurs told about their project and the help they got from SocialPlaNet. Players may stimulate other players and like a virus the game could be used by many grassroot initiatives.

5. Key lessons from the pilot evaluation for scaling

This chapter provides a summary of the key points from the formative and summative evaluation of the Social Seducement project relevant for scaling the game.

5.1 Learning gains by players

Among players involved in the game piloting, **participating in the game supported a significant 'mindset change'**.

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. As the pilot evaluation concludes: 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.

More specificallly, the pilot evaluation showed that the game produces strong results in three key areas: increase in capacity and intention to join or set up asocial enterprise; increased 'self-efficacy'; improved application of digital competences.

Attitudes to social entrepreneurship
Participation in the game significantly increases participant awareness of social entrepreneurship:
- 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%

Effects on social inclusion
Participation in the game significantly increases gamers' sense of their self-efficacy. Among the players involved in piloting the game, self- efficacy increased from a mean of 31.6 before participation in Social Seducement to a mean of 33 following participation in the programme – a statistically significant increase.

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".

Digital competences

Participation in the Social Seducement Game also had a significant positive effect on the acquisition and application of 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 programme, 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 programme.

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%.

5.2 Audience for the game

The SocialPlaNet game is designed to support disadvantaged people – and seeks to train them in social entrepreneurship skills through vehicles of empowerment, social learning and team working.

Learning from the evaluation of the game piloting has shown that this group did indeed benefit from the game.

However, the evaluation also showed that the game has wider audience: 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. This means, the audience for the game is in fact quite wide and the game is relevant to a range of beneficiary needs.

The evaluaiton concludes that: "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."

5.3 Adaptations in playing and facilitating the game

Such scaling or replicating wil require adaptation – of content, delivery, and participation. Piloting the game has produced the following examples of adapations which give useful pointers to future scaling efforts about what to look out for.

Facilitating the game

The SocialPlaNet game is played with the help of a facilitator who supports the group while playing, though the game can also function very effecitvely without facilitation.

For instance, one group of players – prospective social entrepreneurs – played the game largely independently as the facilitator had been able to recognise the group's ability to work independently:

> "By observing some chat room conversations between students, I could see a high degree of independent, critical thinking and knowledge sharing being demonstrated and so was impressed that the game did seem to help people learn and progress in their 'companies', without the need of constant facilitation."

Evaluation evidence also suggests that, once a group is confident, and when it had built up a 'momentum', the facilitator's input becomes 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."

Thus, an important role for the facilitator is knowing when to step back and give the group more autonomy. In most cases during piloting the players became increasingly autonomous as the game progressed and the facilitator could be less present. Whilst this meant the facilitator was increasingly redundant to the team, this should be deemed a successful facilitation because an objective of the project is to improve self-efficacy.

Facilitation needs by particular target groups

One piloting group consisted of **people with learning disabilities**. This often required two facilitators, one of whom helped with typing for less literate players. However, this was one of the more successful groups, with the facilitator claiming the players' ICT skills had improved enormously and that the enterprise idea was in the process of being implemented.

Several groups of refugees (who spoke French or English only) were involved in piloting the game, and these required a lot of support: "The game was **delivered face to face**, the groups are not autonomous at all and the presence of the facilitator was key in enabling them to go on with the game."

Indeed, learning from the piloting suggests that the more complex the exclusion factors players face, the more essential facilitator intervention becomes.

Group size

Whilst the SocialPlaNet game was designed specifically for people facing disadvantages in the labour markekt, the project evaluation has shown that both disadvantaged and non-disadvantaged groups appeared to benefit from the game.

However, group size appears indicative of success. **Smaller groups tended to be more successful.** During piloting, the two groups that had more than nine participants noted several difficulties and did not emphasise outcomes relating to a group culture or identity. Yet, the evaluation has shown that 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.

Indeed, selecting a group of ten or more players is associated with difficulties in forming teams and should be avoided. Indeed, the game is ideally played by no more than six players.

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Mode of playing

Most facilitators used a blended approach to playing the game, with some sessions online and others offline. The game tended to work well when a blended online/offline approach was taken. For most groups, it was possible to run the first sessions face to face, then run online only sessions before having face to face sessions to wrap up the project.

For more vulnerable groups, such as a group with mental health issues, until the group were comfortable and feeling confident all sessions were face to face, followed by a few online sessions.

Recruiting players, delivering the game

Player recruitment will be an important aspect of scaling, and the piloting activities yielded the following lessons for how players can succcessfully be recruited:

Player recruitment is relatively straightforward if done via a facilitator who belongs to networks dealing with the target group to be trained.

Where those responsible for recruiting (be this facilitators or others) are not attached to an organisation with links to disadvantage groups, methods to recruit need to be more wide ranging. For instance, 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). The implication is taht more time needs to be invested into assembling player groups for those not linked to relevant networks or organisations.

Focusing on players who are attached to other programmes can be a successful recruitment strategy. This is likely to be more successful when personal relationships with other organisations and groups exists; absence of such relationships can make the achievement of binding agreements harder.

6. The scaling approach going forward

Scaling is an important objective to follow up the scaling after the end of the Social Seducement project.

The aim of our project was to develop a tool and a methodology to support inclusive entrepreneurship as a contribute to active social inclusion: giving all people an equal opportunity to start up and operate activities/businesses regardless of their social background and to improve labour market outcomes for disadvantaged people, increasing their active citizenship.

6.1 Ongoing potential

Today's disadvantaged groups face particularly high risks of being marginalised in the labour market, instead self-empowerment including confidence-building and social inclusion has to be increased. Given this, and the findings from the piloting, there is a range of potential target groups that can be focused on to facilitate scaling of the game.

Migrants are often coming from entrepreneurial cultures. Nevertheless they face many barriers.

People with disabilities have difficult in accessing entrepreneurial courses and experiences they need to operate a business, they lack the capital to invest in start-up and maybe constrained by state-welfare policies, which are scarcely adapted to self-employment.

Women are only half as likely to start business as men. Social choices, lack of confidence, entrepreneurial competences may also be a problem.

Young people express a great interest in starting up a business, but often do not take this forward in a concrete step.

Seniors are another potentiality.

Entrepreneurship, especially social entrepreneurship is an option to remain active in society in a new way. They often have high levels of technical skills and access to finance, but lack entrepreneurial competences. Despite these significant challenges, many people with disadvantage still want to, and can have careers as entrepreneurs. What they often lack are the support systems, funding, access to training and especially the encouragement that can make the difference in bringing their entrepreneurship hopes and aspirations to fruition.

Consistently with Erasmus+, our project wanted to contribute to improve the level of key competences and skills of disadvantaged individuals that are potential or actual self-employers, through strengthened cooperation between education and training, work and the social economy, non-profit and voluntary sectors, in a EU dimension.

Operationally we:
- developed and tested an online role-play platform, designed to discover, enhance and promote entrepreneurial skills;

- increase learning retention by immersing learners in realistic scenarios and challenges
- enable formal and informal learning that overcome the boundaries of time and place
- empower learning in nonconventional methods making it more accessible to marginalised individuals

During the Erasmus+ project we worked on:
- identifying enablers & barriers to self-employment for individuals at risk of exclusion
- engaging and training 40 facilitators
- providing entrepreneurship training to at least 180 participants through the SocialPlaNet game
- guiding approximately 20 to 30 participants towards starting their social enterprises
- building a sustainable system based on the EU Network of facilitators to assist people with disadvantages in starting SEE

The scaling strategy going forward will need to build on these activities

6.2 Scaling strategy going forward. An action plan

From now on we have to:
- keep in live the game increasing the open source accessibility for more people possible and implementing the training material
- implement the development of the EU network – the facilitators network offering and providing expert facilitation to all those who want to use the game
- raise the visibility of the SocialPlaNet serious game through storytelling and the use of social and real networks.

The action plan below sets out how we will continue to work at scaling the game in the first year after the end of the project.

During the next year the following actions will be implemented:
- all the partners through their networks will put all their efforts to finalize the use of the game in social entrepreneurship training courses that will take place in their environment;
- all the partners will encourage and support the SocialPlaNet facilitators network as a practical tool to scale-up the game
- using the game important integrations such as new stories can/will be apported
- all the partners and the network will inform their regional and national policy makers about the potential benefit of the game
- in June 2018 we wil meet again and make a balance of what was reached
- we will work on identifying resources to enrich the game

7. Recommendations and conclusions

The Handbook serves to ensure the adoption of the project model by making the project outputs usable and transferable.

Our main attention in writing the handbook was to underline the necessity to enlarge and to qualify the opportunities and the support for excluded people to set up their social inclusive enterprise.

Different actors have different responsibilities. That is why our recommendations refer to different actors such as policy makers on European, national and local level, training and VET organizations, academic, experts and practitioners.

1. Make sure you have a comprehensive and solid understanding of social entrepreneurship training and the serious game SocialPlaNet as this will help you build a successful programme and an effective outreach strategy.

2. Make sure you have a solid understanding of the European policies on social entrepreneurship and inclusive entrepreneurship development. The OECD together with the European Commission is developing an online tool for boosting social enterprise development. "The aim of this collaboration is to provide knowledge and evidence to policy makers at the national, regional, and local level on the potential of social enterprises to tackle unemployment, enhance social cohesion, render the economy more inclusive, and enhance the participation of citizens in it. The collaboration also aspires to identify policy gaps along with institutional, market, and behavioural barriers, which hinder social enterprise creation and development, with the final aim to support policy makers, at the different levels, to design effective policies and programmes to address these gaps and barriers The collaboration between the OECD and the EC has produced so far a series of policy briefs, several capacity building seminars for government officials and other stakeholders, in-depth country reviews and a compendium of good practices, which have expanded the evidence base for helping the policy makers to design well-informed policies and programmes for social enterprises. Further work running until 2019 will produce new in-depth country reviews and the online tool for boosting social enterprise development (henceforth, the tool), which aims to make the policy making process for supporting social enterprises more inclusive and to help relevant stakeholders take stock and assess the state of play in their territories collectively or individually. The tool also includes a part dedicated to inclusive entrepreneurship." All this will help you to orientate the national and local policies on behalf of social entrepreneurship training.

3. Remember in setting up your programmes to involve the complete target of your training programme, especially the more vulnerable and excluded people. The more they are involved the more they may contribute to the success of the programme.

4. Continuously reflect on the successes and failures of your programme and also get your key partners involved in these ongoing reviews. Capture learning regularly, both during and after the programme.

5. Time and effort is needed to overcome the obstacles and the perception of obstacles for aspiring social entrepreneurs to achieving a business plan and to tackle challenges including establishing new distribution channels, navigating multiple stakeholder demands (funders, beneficiaries, costumers and governments) and working with markets that have little or no disposal income. Social Entrepreneurs have to get a strong clearness about their vision and mission and the business plan has to be shared in the group. This needs time and a good facilitators to help to overcome the obstacles also during the game.

6. SocialPlaNet is a new instrument. Help us to implement the quality and to scale.

We hope that the game and the handbook represent a step forwards solving the challenges of implementing the access of excluded and vulnerable groups to active citizenship, business planning and successful social and inclusive entrepreneurship. We all need a new and more responsible way to use and to invest the resources.