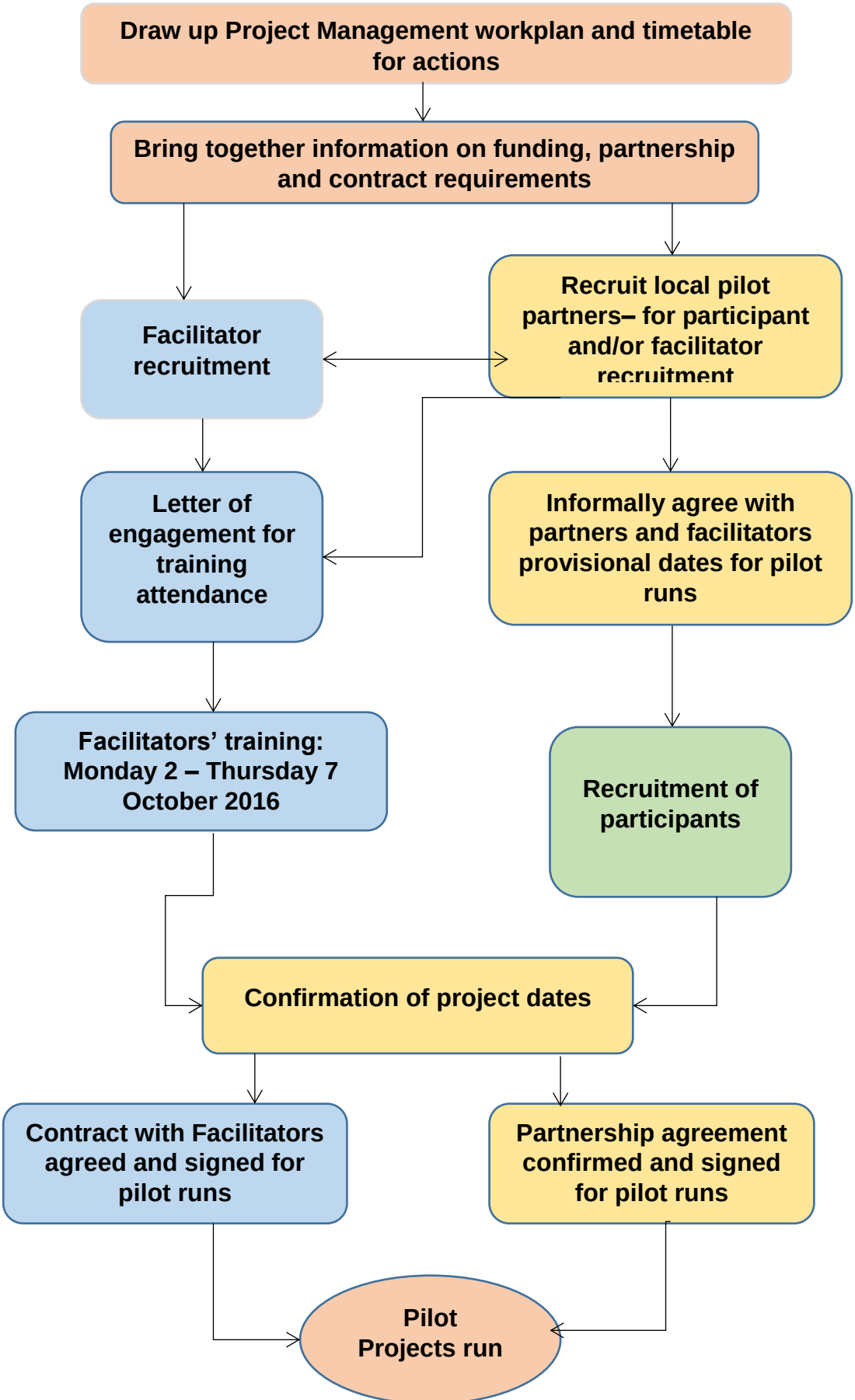
Appendix I: Pilot Management Flowchart



Appendix II: Social Seducement Piloting Checklist

			Mark with "x" when completed
IDENTIFICATION OF RESPONSIBLE PERSONS			
PILOTING	3 to 6 pilot activities	6 to 12 participants per group	
		36 participants per piloting country	
		24 participants from an "excluded" background (unemployed)	
		5 'Natural Facilitators'	
		4 to 5 completed business Canvasses per piloting country	
EVALUATION	Participants' evaluation	Demographic information and an initial skills self-assessment	
		Online survey during the game	
		Online survey at the end of the game	
		Contact details if agreed	
		1 month after the completion of the survey for in depth interview (a sample of players)	
	Facilitators' evaluation	Online survey at the end of all the pilot activities	
		In depth follow up interview (sample of facilitators)	
	Local partners' evaluation	Interview to validate survey's findings	
	Piloting organisations evaluations	Record of learning through their experience	
		Optional survey	
		Short report to the Evaluator	

Appendix III: Social Seducement Piloting Guide Facilitators' Role Reference

This Role Reference (RR) is aimed at supporting the contracting of facilitators. It should be developed by the contractor, in discussion with facilitators and dependent on the needs of the contracting organisation and the successful achievement of the RPG. The Facilitators' Manual is designed to support facilitators in running the 'game'. This document outlines expectations of the commitment, tasks, scope of responsibility and reporting requirements from facilitators**.** The final section details the essential criteria that need to be met in order for payment from EU funds to be made.

1. Expectations of the facilitators' role

Before activity

Facilitators are expected to support recruitment of participants and pilot planning through:

1. Making their profile available and supporting publicity and networking activities that target potential participants. The enthusiasm of the facilitator for the project idea, for the concept of social entrepreneurship and the value of 'gaming' will be key to helping the project succeed.
2. Attending any planning meetings to organise the set up of the game
3. Liaising with participants to ensure everyone has their log-in details and can access the 'game'
4. Informing participants of times when the facilitator will be available for support during the game.
5. Agreeing with participants any physical meetings that take place, including confirming the venue and times of meetings
6. Ensuring that up-to-date details of other support that participants can access is available as needed
7. Ensuring the facilitator is familiar with the training manual
8. Agreeing how any contractual or gaming issues will be addressed, and where/who the facilitator goes to with any problems

During activity

The Facilitators' Manual provides guidance on the running of the games. The following outline commitments by facilitators for the successful running of pilots:

1. For contractual purposes, it is expected that the facilitator will log in to the game to check participants' progress at least every three days during a pilot run
2. Facilitators will initiate new tasks, as needed, to help motivate participants and ensure the learning is continuous, appropriately challenging, and fun.
3. Facilitators will acknowledge any call from participants within 24 hours of the request and provide support with these issues within 36 hours of the call
4. Facilitators will undertake assessment activity, as required by the game, within 48 hours of the relevant chunk being completed.
5. Facilitators will attend any agreed meetings set up with participants, arriving in good time before meetings start and prepared for the activity that will take place.
6. If participants struggle with engaging with the game, or are unable to complete it, then facilitators will seek to address any issues and if this is not possible, offer a referral onto another service e.g. employment scheme, training course, as appropriate.
7. The facilitator will work to identify 2-3 potential 'Natural Facilitators' who could take the RPG into their environment for use by other community members.
8. The facilitator agrees to work with the piloting organisation to reflect on progress with the game, work on any issues with delivery and continuously work to build their skills in facilitating the RPG, in response to constructive feedback given. This will include the requirement to attend at least one project progress meeting during activity.
9. The facilitator will engage with evaluation of the pilot, by encouraging participants to complete any evaluation activity, to record their own learning and any problems faced and improvements made during the pilot. Finally, the facilitator will engage with any surveys or interviews undertaken as part of evaluating the pilot.

After the activity

The facilitator will support the piloting organisation in collating any monitoring information, such as participant numbers, number of business ideas created, completion rates etc. as needed for draw down of funding.

2. What facilitators gain in return for delivering pilot runs of the RPG

In return for delivery of piloting Social Seducement, facilitators can expect to receive the following:

1. Training in Rome, 2-7 October 2016, to prepare for facilitating the RPG (attendance is compulsory), with all expenses paid
2. Payment of €2000 for engaging 12 players in the game (as long as evidence below is provided)
3. Preferential access to a European network of facilitators
4. Future use of the RPG with groups that the facilitator may work with
5. Future free ongoing use of the resources to support game playing e.g. Rules and Roles gamebook and Facilitators Manual

6. Essential evidence of work required to enable payment to be made to facilitators

In order to be paid, the facilitator is required to produce the following evidence of their work:

1. Attendance at the October facilitators' training week from Monday 3 to Friday 7 October: evidenced through signing of daily registers at the training
2. The signing up of 12 players to the Social Seducement Game – this can be in two groups of 6 or 3 groups of 4, as appropriate - : evidenced through players logging in to the game with their own ID and completing the initial baseline questionnaire. Whilst we hope that all players complete the game, this is not a funding requirement.
3. Signed attendance sheets for any physical face-to face meetings with players
4. Completion of an evaluation survey, reporting back on their experience of the game and areas for improvement. We hope that some facilitators may take part in an interview with the project evaluator, but this is not a funding requirement.
5. Submitting an invoice which details the service provided and timeframe of the contract – a template for invoices is provided in Appendix IV.

Appendix IV: UK Call for facilitators

The Tavistock Institute for Human Relations (TIHR) is seeking three facilitators to lead the piloting of a new serious online Role-playing game (RPG), Social Seducement. Piloting will take place between November 2016 and May 2017. Successful applicants will be:

- Skilled facilitators, enthusiastic about the opportunity to contribute to the development of an innovative training tool which aims to empower people to develop social enterprise and employability skills;
- Experienced in supporting the development of social enterprise skills and/or at working with 'disadvantaged' groups.

At a time of change in the UK's position within the EU, this is a chance to be part of an ongoing European partnership, which is working together to develop and provide engaging, learning opportunities for people wanting to find or create their own employment. Facilitators will be able to use the RPG in their future work with people and join an EU-wide facilitators' network.

The Role

You will be required to facilitate 12 people's participation in playing Social Seducement - a gamified approach to building a collective social enterprise, which culminates in the development of a business idea, and potentially a business plan. It is anticipated that you will engage two groups of 6 people in one run of the game each. However, depending on group needs, it may run as 3 groups of 4 people. You will:

- Help players get to know each other and start playing the game
- Support them when they get stuck with the game and point them to additional resources for learning as necessary
- Keep an overview of each group throughout the course of the game, agreeing with them times for online 'meetings' and a deadline for when the game will be completed by

- Agree with players one or more physical meetings as part of the process, if appropriate.

In preparation for the game to be launched for use across the EU, we are keen to learn how well the game and facilitator role works and how it could be improved. A structured monitoring and evaluation process will be implemented which you will be expected to contribute to, through encouraging players to complete evaluation forms, and feeding back on your experience through a survey and/or interview. Additionally we are looking for facilitators who are open to making available limited shadowing opportunities through the piloting, so that others can learn how to facilitate the game.

Support provided for your role:

- A week's training will be held in Rome, 3-7 October 2016 (travel, accommodation and expenses paid).
- A Roles and Rules Gamebook.
- A Facilitator's Manual.
- Supervision of your role, with project management support to address any issues that may arise and to ensure learning is used to influence each phase of the piloting process.
- Links to additional online resources for players to access.
- IT Helpdesk for help with any technical problems that arise during the game.

Experience and skills required

Please see the facilitator competence portfolio which gives more detail about skills and experience required. It is not expected that each facilitator will have all competencies listed. We are interested in working with people that bring different experiences. However, in brief, we expect that you will:

- Have at least three years experience of facilitating interactive, skills-based activities with groups of people

- Be either working for an organisation in a training role, or a self-employed facilitator
- Be comfortable in operating within an online environment, such as social media
- Be able to quickly learn how to use a basic RPG, so that you can support others to navigate the learning platform.
- Be an excellent self-organiser, able to manage your own time

We are particularly interested in hearing from people experienced in facilitating learning in the area of social enterprise and business development and/or experience of facilitating employability and life skills for long-term unemployed people. We are also open to people piloting the RPG with groups you may already have access to.

The most important competence needed for all facilitators is the ability to manage group dynamics and behaviour, with a respect for diversity and difference of opinion.

Contract overview and commitment:

At this stage, it is unclear exactly how much time a facilitator will work on the piloting of the RPG and this may be different, depending on participants. An overall maximum fee of £1600 is payable, which equates to approximately eight days work. We will work with you to monitor time spent on the project. This will help us learn how much time is needed from facilitators, depending on the context. In addition:

- Travel, accommodation and subsistence costs will be paid for attendance at the training in Rome.
- You will get preferential access to a European-wide facilitators' network
- You will be able to use the game in your future facilitation work.

Contract agreement:

Contracts will be agreed as a partnership contract or as a self-employed contract. Freelance facilitators will need to submit their UTR number to confirm their self-employed status on agreement of contract. Facilitators will also be required to:

- Commit to attend for the full training week in Rome
- Be present (online) to lead whole group activities, as agreed with players
- Be available to support with any issues that may arise outside of these times.

It is expected that facilitators will respond to any calls for help with an acknowledgement within 24 hours during the course of the game, and able to support with these issues within 36 hours of the call for help.

How to find out more and apply

Application is by form and CV only, available on the Social Seducement website, together with the facilitator competence portfolio, storyboard poster and a draft game demo. Further information is also available on the Social Seducement website. Please send your completed application to recruitment@tavinstitute.org, with the headline 'Social Seducement Facilitator application', together with a CV, detailing your work and education history by 9am, 14 July 2016. If you would like an informal conversation about the project before applying, please email with your contact details and a member of the team will be in contact.

Appendix V: Facilitator Invoice template

ENTER COMPANY NAME OR FACILITATOR NAME IF FREELANCE

ENTER FULL ADDRESS

ENTER PHONE NUMBER

ENTER EMAIL ADDRESS

ENTER DATE

ENTER INVOICE NUMBER

ENTER NAME OF COMPANY AND ADDRESS

THAT INVOICE IS BEING SENT TO

INVOICE TEMPLATE FOR FACILITATORS

Social Seducement Piloting

CONTRACT REF: ENTER CONTRACT REFERENCE

CONTRACT DETAILS: Delivery of ENTER THE NUMBER OF GAMES FACILITATED Pilot runs of the Social Seducement Game by Facilitator Expert, ENTER THE NAME OF FACILITATOR

LOCATION: ENTER AREA OF COUNTRY AND COUNTRY NAME (E.G. LONDON, U.K)

START DATES: ENTER START DATES FOR EACH GAME RUN

END DATES: ENTER END DATES FOR EACH GAME RUN

NUMBER OF PLAYERS: ENTER NUMBER OF PLAYERS FOR EACH GAME RUN AND TOTAL NUMBER OF PLAYERS SIGNED UP TO GAME

AGREED FEE: ENTER TOTAL FEE AMOUNT

AMOUNT PAYABLE: INSERT TOTAL AMOUNT PAYABLE FOR THIS INVOICE

BANK DETAILS: ENTER ACCOUNT NAME, NUMBER AND SORT-CODE FOR PAYMENT TO BE MADE

SIGNED: Click here to enter text.

PRINT NAME: Click here to enter text.

COMPANY NAME AND/OR UNIQUE TAX REFERENCE: Click here to enter text.

N.B. Please note that invoices will not be paid until facilitators have completed and submitted their post-piloting survey.

Appendix VI: The 'Natural Facilitator' Role

The piloting of Social Seducement requires the identification of 25 'Natural Facilitators'. Each piloting organisation will therefore need to identify five 'Natural Facilitators'.

The reason for finding 'Natural Facilitators' is to help ensure that the RPG and the skills it develops in the players, can be embedded back into local communities, who perhaps face barriers to the employment market and could be motivated to develop solutions to local social issues, potentially providing employment at the same time. Rather than professionals going into local communities to impart these skills, it is hoped that the piloting process will engage people who have the potential to take the RPG back to their own communities of interest, enabling others to take part in the RPG. This will then help stimulate interest in social entrepreneurship amongst those who may not otherwise think about embarking on a social business. It may also help the 'Natural facilitator' to recruit others who could be interested in working collectively in setting up a socially-motivated business.

Who are 'Natural Facilitators'?

'Natural Facilitators' could come from any background, but do not currently facilitate others' learning. For instance, they may be one or more of the following:

- A 'gamer', who enjoys playing games on social media, online or through games consoles
- A social entrepreneur – someone who is in the process of setting up, or who works within, a social enterprise, and who would value developing their skills through the RPG. They may be someone who has an idea for a social business but needs support to develop the idea further.
- An active member of the local community – This might be someone who doesn't identify as a social entrepreneur, but may be involved in organising, running or supporting community activities e.g. youth clubs, arts or sports groups, leisure activities for retired people etc. Alternatively, they may be local activists who campaign for improved services, leaders involved in local democratic structures, self-managed parents' groups or other support groups for particular communities such as refugee communities, people with mental health issues, faith groups.
- A student in a local education setting, who is looking to build their skills outside of their course. These people may already be doing some volunteering or working part-time in a social context.

How can potential 'Natural facilitators' be recruited?

'Natural facilitators' may best be recruited through:

- Word of mouth. Going to meet community leaders and asking them to talk to others about Social Seducement can be very helpful. Having some form of written information with your contact details to leave with people may help remind them to talk to others.
- Attend local events for communities and talk to people there
- Inviting community leaders to your focus group activity, alongside educational representatives and those that provide services for local communities and unemployed people. These people may be able to identify and signpost potential 'Natural Facilitators' to you.
- Information for publishing in local community newsletters, which encourages people to get in contact

Once 'Natural facilitators' are identified, what happens next?

As the RPG is being played, people who could lead activity will be able to develop their skills through engagement with the game. Facilitators will need to encourage people to think about how they can take their learning back to the environment in which they'd like to work.

Identified 'Natural facilitators' will be given:

- a facilitator login for the RPG
- Access to the Rules and Roles Gamebook
- Access to the facilitator's manual
- Access to the Common Procedures, tools and processes for piloting the RPG
- Information about further online and offline training and support to help people wishing to set up social enterprises

Appendix VI provides a sign-off sheet for partners, in order to evidence that natural facilitators have been identified and given the necessary resources to help facilitate the game.

Appendix VII: Local Piloting Attendance Sheet TEMPLATE

Social Seducement Local Piloting Attendance Sheet

Date and time		**Venue**	
Purpose of the meeting	**IO6 – Local Piloting: Players physical meeting/s**		
Facilitator		**Signature:**	

Name	Surname	Role	E-mail	Signature

Name	Surname	Role	E-mail	Signature

Appendix VIII: Natural facilitator Evidence Sheet

This sheet is for piloting partners to record the number, details and evidence of 'natural facilitators' identified during the Social Seducement piloting process. Please complete and get this sheet signed in hard copy, and submitted to the Project lead, on completion of your piloting.

Natural Facilitator Evidence Sheet

I, _____ (full name), of

Coompanion, Ecobyte, Le Mat, REVES, The Tavistock Institute of Human Relations, UNIR (delete as appropriate) confirm that the following person/s have been identified as Natural facilitator/s during the Piloting process of Social Seducement in Belgium, Italy, Spain, Sweden, UK (delete as appropriate).

Geographical Region of pilot: _____

Start date of piloting: _____

End date of piloting: _____

This sheet confirms that 'Natural facilitator/s identified have been given access to:

1. A facilitator's login, for playing with other people in future
2. The Game's Rules and Roles
3. The facilitator's manual
4. Common procedures, tools and processes for piloting the RPG
5. Information about online and offline training and support to help people to set up social enterprises

Where permission has been given, contact details of Natural facilitators have been gathered separately, so that they can keep informed of progress with the Social Seducement game and be involved in future potential Social Seducement events and developments.

Name of 'Natural facilitator/s':

_____

_____

_____

Social Seducement

Signature of ‘Natural facilitator/s:

Signed by: _____

Date: _____

This project has been funded by the European Union

Partner Logo

Appendix IX: Social Seducement Local Partnership Agreement TEMPLATE

This document outlines recommended content for partnership agreements with local partners. It is written with the assumption that local organisations and/or projects may partner up with piloting organisations to support delivery of Social Seducement for one of the following reasons:

1. Local partners have access to relevant participants who could take part in a pilot run of the game. The game is seen by partners as a potentially useful tool for building of employability and/or social enterprise skills.
2. Local partners have staff who could be a facilitator for piloting of the game and are interested in being able to use the game with learners in the future.
3. Local partners may be able to provide facilitator/s and participant groups.
4. Local partners may be able to provide resources in-kind for running a pilot, such as use of venue, access to computers and/or wi-fi connections etc.

Therefore, a partnership agreement may be needed for one or more of the above reasons. The agreement may not be legally enforceable if a partner does not fulfil its agreed role when there is no payment for their support (e.g. with providing access to participants and resources). However, it is still good practice to agree in writing the expectations of each partner to assist a smooth running project and good communication between partners. **Where a local partner is providing a facilitator and being paid for this, then it should be made clear that payment for this cannot be made without funding requirements being met.**

1. **Basic organisational details required for Partnership Agreement:**
    a. Both organisation names, addresses, telephone number and any legal reference numbers e.g. Company and tax (VAT) reference numbers.
    b. The contact name and email of the person responsible for signing the partnership agreement
    c. The date on which the agreement was signed
    d. The timeframe of the agreement (It is suggested that the timeframe ends in May 2017, to allow for any delays in project timetables)
2. **Partnership Agreement Summary:**
    a. The agreement between partners should be summarised in the document at the beginning, so it is easy to see what it covers e.g. '*this partnership sets out the agreement that [NAME OF ORGANISATION] agrees to recruit 12 people to take part as players in the piloting of the Social Seducement Game, to take place between January and May 2017.'*
    b. Details of each partners' agreed responsibilities should be listed within the agreement, so that each partner is clear about what to expect from

the other and what is expected from them. Areas to consider clarifying within the agreement include:

i. Who will lead on recruitment of participants
ii. Who will provide a facilitator
iii. What the other partner may be expected to do to support the other e.g. co-promoting the opportunity; providing supervision of the facilitator etc.
iv. Who will provide the venue for physical meetings (and any restrictions with this e.g. as long as the venue is booked when the building is already open)
v. Who will provide or support with any IT resources for participants
vi. What the local partner may receive in return for any in-kind support e.g. promotion through local media activity; credited in the final game produced
vii. How participants will be supported to progress following the game e.g. being referred to local courses or further social enterprise training and which partner will lead on this.
viii. Any payment that will be made for delivery of the agreement e.g. payment for provision of a facilitator, and the conditions that need to be met to receive payment (see Appendix II).
ix. Each partners' general responsibilities (legal and good practice) during the project (e.g. for health and safety, data protection).

Appendix X: Social Seducement Piloting Media Release TEMPLATE

This document is written to help partners draft media releases for their local audiences. Partners are encouraged to use and adapt the media release to suit their audiences and context.

Media releases can be issued before, during or after piloting, and used for a variety of reasons. Partners need to consider the best approach for their local context and audiences. They can be used to help promote the project at a local level, widen awareness of the project and recruit players to runs of the game and/or inform potential future partners as part of dissemination. This template is focused on recruitment of unemployed players to a UK pilot project and will need tailoring to different countries.

MEDIA RELEASE

Game-playing as a means to help local unemployed people get into social enterprise

The role of game-playing to help learning has become increasingly important partly because traditional forms of learning do not work for everyone. Additionally, for long-term unemployed people, it can be very difficult to get meaningful work in a crowded, competitive job market. As social inequalities grow and people become more disheartened with big business values, there are good opportunities for businesses with social aims at the core of their work, called social enterprises.

Unemployed people living in Waltham Forest now have the opportunity to try out an online simulation of social entrepreneurship using [name of game] through a new course based at Queens Road Learning Centre. [name of game] is an innovative approach to help people build work-based skills and become enthused about the potential for collective social enterprise. [Name of game] supports people to test out whether they would enjoy setting up a social enterprise with others, that could create

employment which benefits individuals and society in Waltham Forest and elsewhere.

[name of game] has been designed through the Social Seducement Project, involving six European partners, including the London-based Tavistock Institute of Human Relations. Supported by Erasmus + funding from the EU Commission, the partners have researched and developed this new, online role-playing game, which is currently being piloted in Belgium, Italy, Spain, Sweden and the UK, with groups of unemployed people, students and charity and social enterprise workers.

Players in Waltham Forest (and other pilot areas) will get the opportunity to work with others both online and offline, have use of the computers at Queens Road and receive additional support alongside playing the game, to help learn about social enterprise and simulate the establishment of a collective social enterprise. They will be supported in their learning process by a facilitator, a person who understands both groups and the entrepreneurial process.

At the end of the game, players will have developed a business idea that could benefit local communities and they will have the opportunity to take the lessons learnt from playing online into the real-world. The important additional task that Waltham Forest players will have during all this is to help the game developers create an accessible resource that helps empower people to consider setting up their own social enterprises.

If you are unemployed, interested in finding out more about social enterprise and are interested in playing [name of game], then you can sign up with [details of sign up]. [Give registration and contact details for people interested in getting involved in a pilot]. Further information on how the game works and the project partners can be found on the project website: www.socialseducement.net.

Notes to Editor

1. [Add any other background information it might be useful to include. This could include the scenario]
2. The Social Seducement game will be designed as an internet-based serious online role play game. During a session of the game, each player will assume the role of a single character, making decisions that will affect the character development and contribute to build the general storyline. Working individually and in groups, players will learn, following a step-by-step approach, how to start up a new collective social economy enterprise. They will face unforeseen events and incidents that simulate the many different aspects collaborative entrepreneurs experience, from the management of conflicts between people, to the writing of a complete business plan. At the end of the game session, players will be able to start up a cooperative enterprise. In going through the different levels of the game, players will learn skills and competencies such as: definition of problems, opportunities and solutions in terms of value creation; persisting through and learning from failure; identification of personal passion and development of plans for professional development; applying creative thinking to ambiguous problems as well as applying system thinking to complex problem. Players will be supported in their learning process by a facilitator, a person who understands both groups and the entrepreneurial process.
3. Give name and contact details of person to whom any media should make enquiries.

Appendix XI: Social Seducement Safeguarding Statement and procedures

This document sets out the statement of commitment of project partners to the safeguarding of the welfare of vulnerable young people and adults who may take part in piloting of the Social Seducement Game. Partners will have different legal requirements in relation to their safeguarding responsibilities towards vulnerable players and will need to ensure that they know these and act accordingly. Below are also some recommended good practice procedures, which may be of use to partners and will be implemented in the UK piloting.

Statement of Commitment

Coompanion, Ecobyte, Le Mat, REVES, Tavistock Institute of Human Relations and UNIR believe that we have a responsibility to promote the welfare of all young people and adults, to keep them safe. We are committed to practice in a way that protects players of the Social Seducement Game. In order to safeguard players from abuse, the partners are committed to undertaking the following procedures. These procedures cover the work of all partner staff, facilitators, volunteers and others working on the Social Seducement project.

This policy has been drawn up on the basis of UK law and guidance that seeks to protect children and vulnerable adults, namely:

- Children Act 1989 and 2004
- NSPCC Safeguarding Policy Guidance 2015
- United Convention of the Rights of the Child 1991
- Data Protection Act 1998
- Prevent Duty Guidance 2016
- Protection of Freedoms Act 2012
- Safeguarding Vulnerable Groups 2006
- Sexual Offences Act 2003

The Social Seducement Partners recognise that:

- The welfare of those playing the online, role-playing game is paramount.
- all players, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or abuse
- some players will be additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- working in partnership with players, any supporters, and other agencies is essential in promoting players' welfare.

The Social Seducement partners and facilitators will seek to keep players safe by:

- valuing them, listening to and respecting them
- acting with the highest standards of professional behaviour, respecting professional boundaries
- adopting safe working practice when working with players in an online and offline environment
- Creating a safe online environment for players to work in
- providing effective management for staff and volunteers through supervision, support and training
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- sharing information about safeguarding and good practice with staff and volunteers
- sharing concerns with agencies who need to know, involving players or other relevant people appropriately.

Good practice safeguarding procedures

- Permission will be sought from players for their personal contact details and other information, as necessary for game registration, to be held by the project partners
- Permission will be sought from players before partners share their contact details with other players or other interested parties.
- During the first meetings with players, players will be supported to get to known each other and build a group bond. A group agreement will be reached, which will address online communication, preventing abusive behaviour, dealing with conflict and ensuring mutual respect whilst game-playing.
- Facilitators will share an email address with players, so that they can be contacted outside of the game if anyone experiences any problems, safeguarding concerns or abusive behaviour whilst playing the game.
- When projects are run in partnership with a local partner, it will be agreed what procedures will be followed in the event of any safeguarding concerns or issues. For instance, when working with the London Borough of Waltham Forest, the Tavistock Institute will follow the local authority's safeguarding and e-safety policies.
- If a facilitator has any safeguarding concerns whilst working on the piloting, or if they are told by a player of the game about specific incidents of child or vulnerable adult abuse, then the following should be undertaken
    - Listen to the person, do not promise to keep a secret, but tell them that you may need to pass the information onto someone else who may

need to follow this up with them. Don't ask any leading questions, and do ask any questions that help you understand correctly what the person means.
    - As soon as possible after the conversation, make some notes, and report the conversation to the project coordinator (in the UK, this is Heather).
    - You will be informed of what has happened next, which could be that further advice is sought, the player is contacted, and/or a report is made to local authority safeguarding services. It may be that you are required to phone a service directly, as information can be better given by the person who heard it first.
- Facilitators will do random checks on chat room conversations in between agreed meeting times, as necessary, to ensure that players feel safe within the online environment. Any concerns can be spoken through with the project coordinator and/or local partners, if the facilitator is worried that the welfare of players is compromised through the game-play. This will be done with respect to the players as adults, and to the group's autonomy as an online 'organisation'.
- At all times, the piloting of the Social Seducement Game will be run in order to help individuals build confidence and self-esteem, develop new skills and find out about collective social enterprises in a fun, safe, inclusive, learning environment. Players will be asked for feedback during the process and motivated to complete the game, to the best of their ability and celebrated for their achievements whilst playing the game.
- Information on what to do after the game will be given to players, such as local enterprise, employability and training courses and where to go for support with or further information on setting up a social enterprise.

Appendix XII: Social Seducement Accessibility Statement

Social Seducement aims to support the empowerment of those furthest from the job market to:

- build entrepreneurial skills;
- build their own meaningful employment
- be inspired to create businesses that help address the needs of society as well as the economy

As a result, the project partners want the game to be as accessible as possible and able to be played by someone who has found previous educational experiences difficult. Following the piloting, it is hoped that the game will be developed further and that as part of this, accessibility functions will be developed to support those with a visual, physical or learning need to access the game independently.

In the meantime, the partners recognise that the game does not provide full accessibility for disabled users or those with a low level of English, Italian or Spanish literacy. At this stage of game development, additional support is not available to support people with specific additional needs to play the game. Therefore, the game will be piloted with groups of people who are:

- able to read and write in the languages used
- independent users of online platforms, not needing accessibility functions
- not requiring significant additional support to play the game.

If potential local partners are able to provide additional support for players that may be needed, then it may be possible to increase accessibility at the piloting stage. However, this should be done only if it provides a benefit to the individual user/s and not at the expense of their welfare.

To help create a generally accessible and inclusive learning environment in the Social Seducement game, the following aspects have been built into the game and piloting projects:

- A facilitator / Guide is available to help start the game with players and support their journey through the process of game-playing. The facilitator can be contacted if there are any questions or issues that players may have.
- Audio copies of the case studies of social enterprises are available through the game, to support reading activity.
- Game players will be supported to assess their skills and abilities, and use these in the game, as well as develop new skills by taking risks in the online environment.
- The game is split into chunks, with unexpected challenges and rewards which help motivate players to complete the game.

- The game is designed to be played at different depths according to the needs and interests of game players. It is expected that some players may get a general idea of social enterprises as a result of playing. Others will have come up with an idea that can be developed into a full business plan.
- Players will be encouraged to work together, support each other and learn from each other's strengths when undertaking different game tasks.
- A Game Roles and Rules Guide will be available to support players if they need help in navigating the game.
- Players will be given a certificate of achievement, highlighting the skills developed through the game, on completion of playing.

Following game-play, Players will be encouraged to progress onto other opportunities and training, to suit their needs. It is hoped that some players will choose to take the game and play it with friends/family and/or other associates. In this way, the game will continue to help people develop new social enterprise ideas and potentially create new employment and social impacts as a result.

Throughout the piloting process, the Social Seducement partners will aim to support the game to be as accessible as possible for game players, whilst acknowledging the project's resource constraints and being mindful that the game should be as high quality an experience as possible for all game-players.

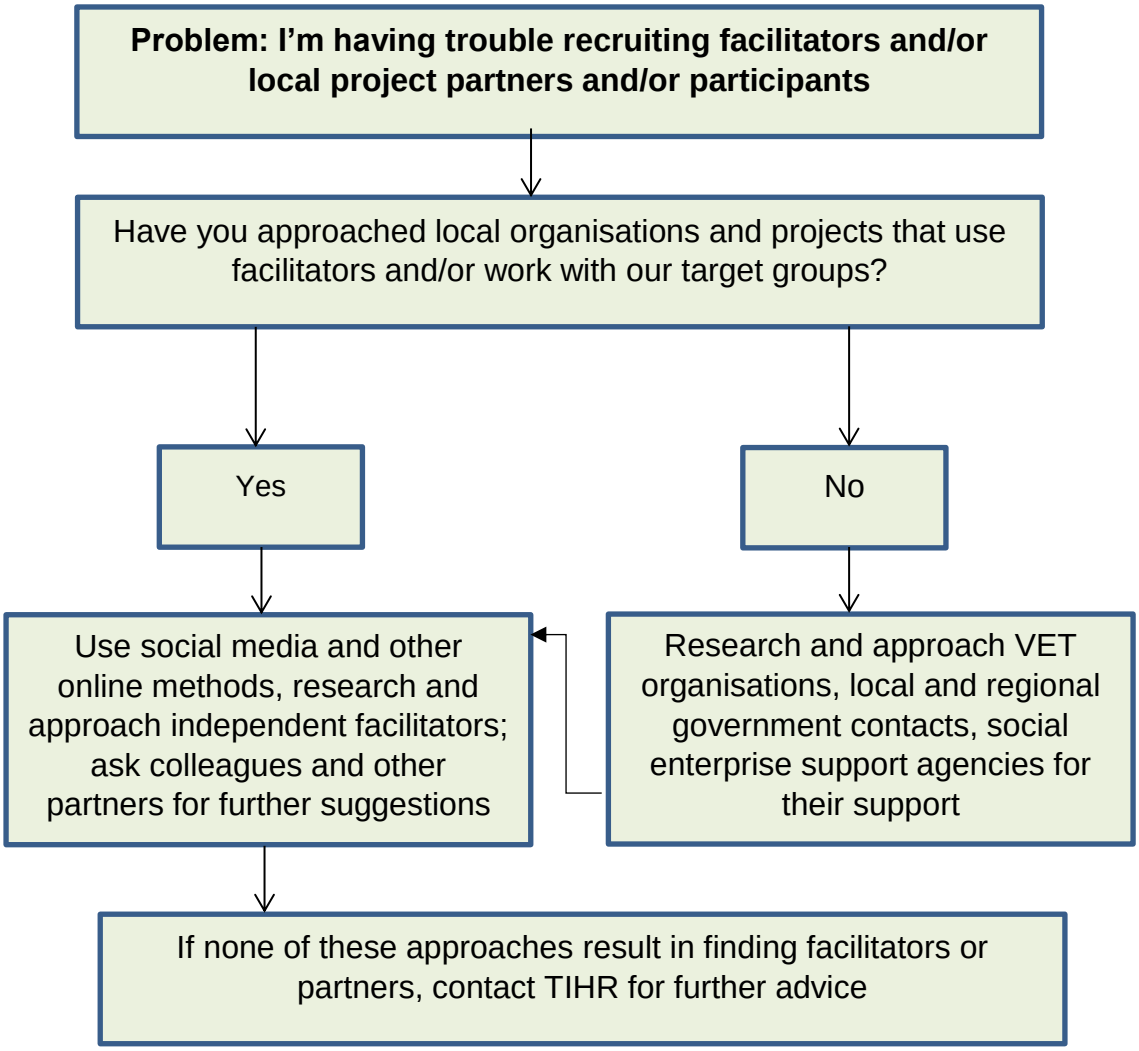
Appendix XIII: Problem-solving flowcharts

There may be a range of different issues that arise during the piloting of Social Seducement. Below is some guidance on what to do if pilot partners face some problems. We have identified what are expected to be the most common issues and hope that these may assist with other problems that may arise. However, please do feel free to contact TIHR if you face unforeseen problems or need to check anything in the process of running your pilots. If you think that any solutions you have found may be in breach of funding requirements or you are unsure whether this is allowed within the scope of the funding, please consult with TIHR for guidance.

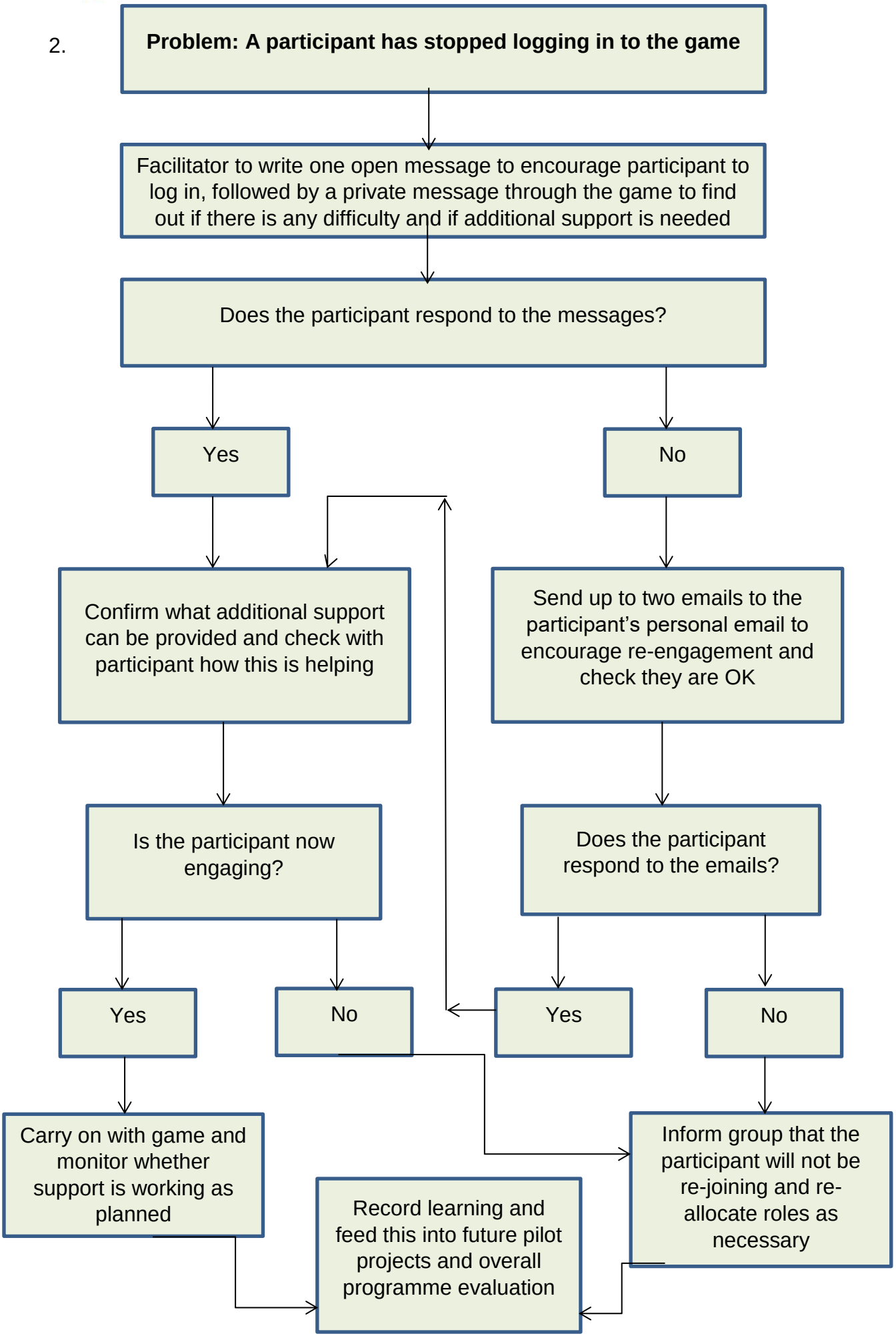
Problems addressed here are:

1) I'm having trouble recruiting facilitators and/or local project partners and/or participants
2) A participant has stopped logging in to the game
3) A number of participants have dropped out of a game
4) Participants feedback that the game is too easy or too difficult
5) A local project partner has dropped out of the project - they are not doing what they agreed to do

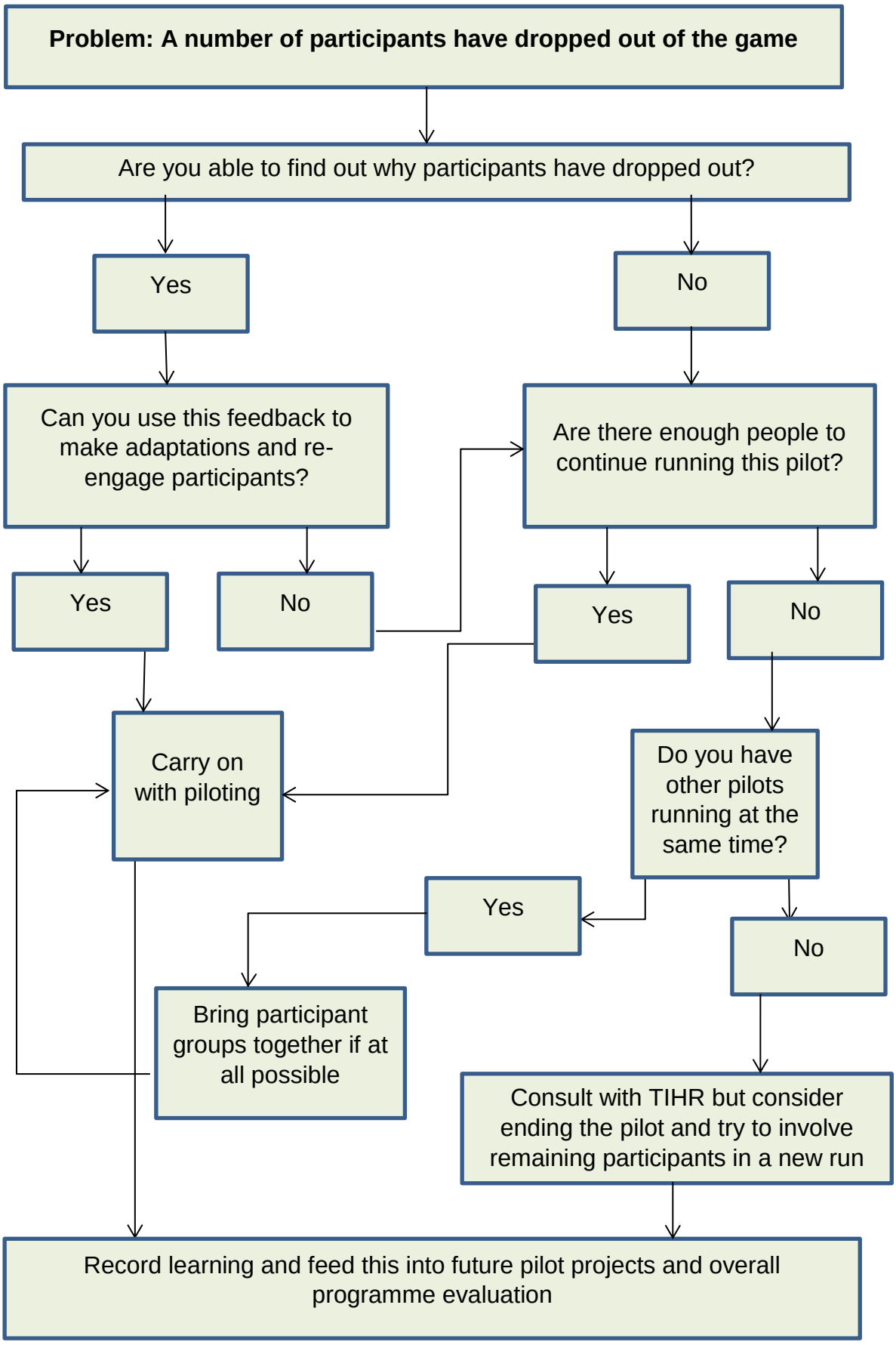
1.


Problem: I'm having trouble recruiting facilitators and/or local project partners and/or participants
Have you approached local organisations and projects that use facilitators and/or work with our target groups?
Yes
No
Use social media and other online methods, research and approach independent facilitators; ask colleagues and other partners for further suggestions
Research and approach VET organisations, local and regional government contacts, social enterprise support agencies for their support
If none of these approaches result in finding facilitators or partners, contact TIHR for further advice

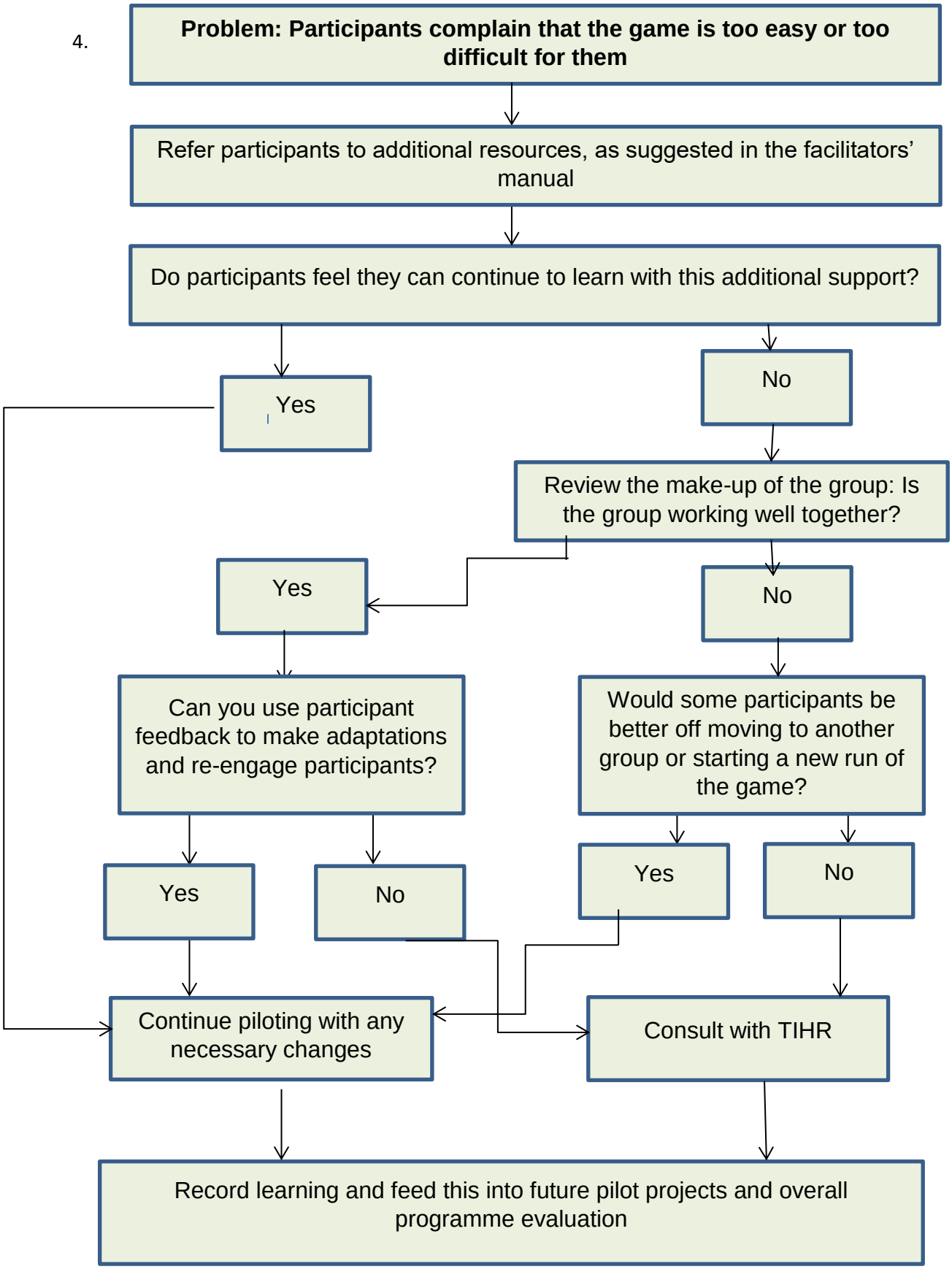
2.


Problem: A participant has stopped logging in to the game
Facilitator to write one open message to encourage participant to log in, followed by a private message through the game to find out if there is any difficulty and if additional support is needed
Does the participant respond to the messages?
Yes
No
Confirm what additional support can be provided and check with participant how this is helping
Send up to two emails to the participant's personal email to encourage re-engagement and check they are OK
Is the participant now engaging?
Does the participant respond to the emails?
Yes
No
Yes
No
Carry on with game and monitor whether support is working as planned
Inform group that the participant will not be re-joining and re-allocate roles as necessary
Record learning and feed this into future pilot projects and overall programme evaluation

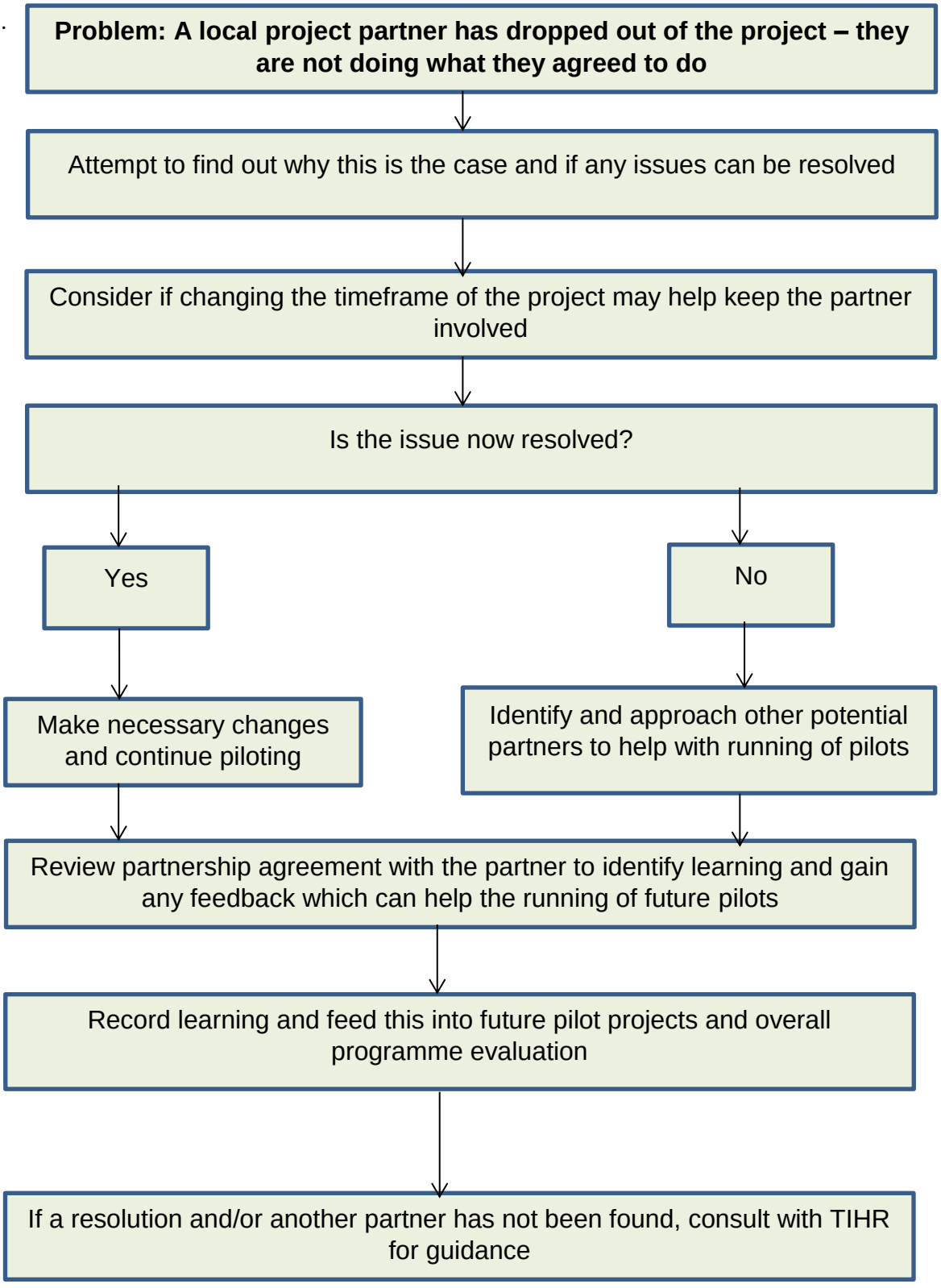
3.


Problem: A number of participants have dropped out of the game
Are you able to find out why participants have dropped out?
Yes
No
Can you use this feedback to make adaptations and re-engage participants?
Are there enough people to continue running this pilot?
Yes
No
Yes
No
Carry on with piloting
Do you have other pilots running at the same time?
Yes
No
Bring participant groups together if at all possible
Consult with TIHR but consider ending the pilot and try to involve remaining participants in a new run
Record learning and feed this into future pilot projects and overall programme evaluation

4.


Problem: Participants complain that the game is too easy or too difficult for them
Refer participants to additional resources, as suggested in the facilitators' manual
Do participants feel they can continue to learn with this additional support?
Yes
No
Review the make-up of the group: Is the group working well together?
Yes
No
Can you use participant feedback to make adaptations and re-engage participants?
Would some participants be better off moving to another group or starting a new run of the game?
Yes
No
Yes
No
Continue piloting with any necessary changes
Consult with TIHR
Record learning and feed this into future pilot projects and overall programme evaluation

5.


Problem: A local project partner has dropped out of the project – they are not doing what they agreed to do
Attempt to find out why this is the case and if any issues can be resolved
Consider if changing the timeframe of the project may help keep the partner involved
Is the issue now resolved?
Yes
No
Make necessary changes and continue piloting
Identify and approach other potential partners to help with running of pilots
Review partnership agreement with the partner to identify learning and gain any feedback which can help the running of future pilots
Record learning and feed this into future pilot projects and overall programme evaluation
If a resolution and/or another partner has not been found, consult with TIHR for guidance