Chapter 14
Training on Social Entrepreneurship:
An Overview on Social Seducement Project

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ABSTRACT

Social Seducement is an Erasmus+ project aimed to improve the social inclusiveness of adults in risks of social exclusion by training them in the social economy. To do it, the gamified learning tool Social PlaNet was developed, trying to offer an efficient and attractive training plan on social economy entrepreneurship. This particular kind of economy brings several benefits to this target group, since it develops the action to benefit the local community and is usually run in groups. Moreover, the fact of training in entrepreneurship also provides long-term unemployed people to own their possibilities of work and, that way, to feel included in society again. In this chapter, an overview of the project and its outcomes are presented.

INTRODUCTION

In the last 10 years, expectations in relation to the potential of social economy and social enterprises in addressing inclusion challenges has been steadily growing: already in 2013, in a publication on Social Economy and social enterprises (European Commission, 2013) issued by the European Commission, it was acknowledged that "Europe is undergoing a deep unemployment and social crisis at present, but

social economy and social enterprises represent an important source of inspiration and energy for a recovery" and that the specific features of social enterprises (participative decision making, focus on community development, reinvestment of profits or a social impact objective) represent an opportunity to enhance social innovation in Europe. The focus so far has been however above all on employment created for - rather than by - disadvantaged persons (Junge et al., 2015).

In the 2017 Madrid Declaration *The Social Economy, a business model for the future of the European Union[1]* it is recognised how "the common values of the social economy, such as the primacy of people and the social objective over capital, democratic and/or participatory governance, reinvestment of most of the benefits to ensure the long-term sustainability of the enterprise and the provision of services to their members and local communities, actively contribute to social cohesion and hence to an innovative, smart, sustainable and inclusive growth, in addition to the creation of quality employment in Europe". Among a set of recommendations in relation to the need for more concertation in policy implementation in Europe, all Member States affirm the key role of training as a lever for the growth of social economy; [the Member States believe "that the participation of the social economy in educational activities, training and vocational training for skills and lifelong learning should be encouraged and that the possibility of promoting and including social economy entrepreneurship within curricula at different educational stages should be considered." (Madrid Declaration "The Social Economy, a business model for the future of the European Union").

This need for training is especially relevant for people at risk of social exclusion, who have most probably been inactive for a long time. However, these are often hard to reach groups in terms of training.

Many are the training initiatives active at local level throughout EU countries to support the acquisition of competences to create and run successfully an enterprise, and most of them are featured by a traditional, classroom and teacher-centred based approach which risks not to be suitable to vulnerable target groups.

Thus, willing to enhance social economy and social entrepreneurship as social inclusion levers implies addressing three main challenges: first capturing the attention of people who have been inactive (workwise and most probably socialwise) for a long time; second motivating them to learn and third enhance their self-esteem.

One of the ways to address these challenges is including gamification techniques (Deterding, 2015), which consists in using elements from games in not-fun environments. Some of the most known gamification techniques are rewarding expected behaviours, including a rank with the top X best rewarded users or using badges, for example. Actually, several reviews (for example, Dichev, 2017; Cordero-Britto, 2020) point out how gamification has been used in several areas to improve motivation: health, education, business, etc.

In this context, the main objective of our research was to provide a new approach to the use of eGames, not just as a tool for learning, but as a vehicle for social entrepreneurship and personal behavior analysis, moving towards personalised support offered to every user and group, which is based on individual inputs and pattern identification. Furthermore, the use of games also brings advantages to this scenario, since they are good competences trainers (Contreras-Espinosa, 2020) and are specially recommended in e-learning settings (Torres-Toukoumidis, 2018).

Social PlaNet introduces a gamified e-learning tool developed as part of the Erasmus+ Social Seducement project with the aim of improving labour opportunities of long-term unemployed people by training them in social economy entrepreneurship. The instructional design underpinning this training

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