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Save the Children

ENTREPRENEURSHIP-FOCUSED SOCIO-EMOTIONAL LEARNING CURRICULUM

LEARN TOGETHER
CREATE TOGETHER

2024

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RATIONALE AND SIGNIFICANCE

Although the field of entrepreneurship knowledge is quite broad, this program to develop personal skills defines entrepreneurship in terms of competence. Entrepreneurship is the competence to act upon opportunities and ideas to solve specific needs by creating value for others (European Union, 2018).

The value that is created can be social, cultural, financial, or business-related. The reason for this focus is to ensure that the entrepreneurship-focused socioemotional learning framework is not too ambitious to be implemented (as an elective course or extracurricular program or in a lifelong learning program), and to enable teachers, counsellors, facilitators and mentors to focus their efforts on the development of students' socio-emotional skills and mindset.

Entrepreneurship-focused socio-emotional learning is rooted in four established fields:

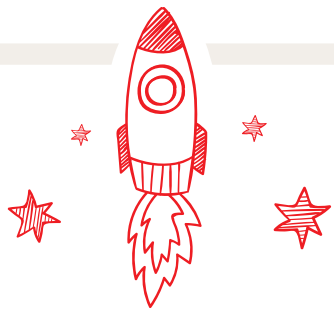
Socio-emotional Learning,
21st Century Skills,
Entrepreneurship Education, and
Social Innovation Education

In recent years, however, these separate fields have converged around the knowledge, skills, and attitudes that youth need to acquire to be successful in school, work, and life. Therefore, the purpose and content of the ESEL curriculum are designed around the convergence of these ideas.

The course has three main components for developing entrepreneurship-focused socio-emotional skills: **KNOWLEDGE, SKILLS and MINDSET**

Since out-of-school children and youth will participate in the ESEL course, the main requirement for the ESEL activities and approaches is to ensure their active engagement and motivation in the learning process. Learning activities to develop the attitudes, beliefs, and emotions of these children and youth are designed to be carried out based on entrepreneurship. The course consists of individual and team activities aimed at engaging students and building their self-confidence.

The more we motivate students, the more open they become to thinking creatively, solving problems, working in teams, as well as to learning new concepts, strategies and techniques.



ENTREPRENEURSHIP -FOCUSED SOCIO-EMOTIONAL LEARNING CURRICULUM

Learning purpose

The course aims to empower target children and youth aged 14-25 with the mindsets and capabilities that are needed to succeed in school and, at the same time, are highly valued in the labor market, particularly in self-employment.

Students can first cultivate the following mindset by taking part in the ESEL course.

- Being proactive, even in the face of obstacles, will drive you forward and enable you to achieve your goals
- Learning from mistakes, and applying them in practice

Staying curious about others' experiences, keeping an open mind, and continuing to ask questions

- Turning ideas into action, bringing others along with them, and staying motivated in the face of setbacks
- Managing ambiguity and uncertainty, identifying ways to reduce risk, and practicing their implementation

Within the 21st Century Skills:

- Self-awareness, identifying emotions, managing stressors, planning and making the best use of one's time, and identifying one's advantages and strengths
- Creative and innovative skills, identifying new opportunities, generating new ideas, and applying them in the real life
- Effective communications skills in diverse situations, understanding, listening carefully, asking questions, and explaining one's ideas
- Teamwork
- Awareness and recognition of cultural differences and similarities
- Skills for critical thinking, gathering information, reasoning, making ethical decisions, reviewing one's actions, facing challenges and overcoming them

These mindsets and skills will be developed through acquiring the following knowledge and understanding.

- KEY ENTREPRENEURSHIP KNOWLEDGE
- BUSINESS PLANNING
- FINANCIAL KNOWLEDGE
- EFFECTIVE ALLOCATION OF RESOURCES AND CAPACITY TO IMPLEMENT DEVELOPED PLANS
- DIGITAL LITERACY

Key learning concept of the ESEL course

THIS CURRICULUM IS A KEY DOCUMENT FOR THE ENTREPRENEURSHIP-FOCUSED SOCIO-EMOTIONAL LEARNING PROGRAM. THE OBJECTIVE OF THE PROGRAM IS TO DEVELOP SPECIFIC KNOWLEDGE, SKILLS AND MINDSETS FOR STUDENTS. THESE ARE CRITICAL SKILLS FOR IMPLEMENTING ENTREPRENEURSHIP SO LEARNING ACTIVITIES, TASKS, AND ASSIGNMENTS WILL BE BASED ON EXPERIENCES DRAWN FROM THE ENTREPRENEURSHIP CONTEXT. THEREFORE, THE LEARNING THEORY OF THIS CURRICULUM SHOULD BE THE THEORY AND CONCEPTS OF ENTREPRENEURSHIP EDUCATION.

According to research on entrepreneurship education, it is quite different from traditional training because it is more progressive, innovative, and based on students' actions and active engagement (Mwasalwiba, 2010). In addition, it is aimed at solving real-life problems. This course is characterized by the interconnection of knowledge and skills in many different subjects, is integrated in terms of content, requires a significant level of student collaboration, agreement and decision-making, includes project-based tasks, and pays close attention to the learning process (Lackeus, 2015).

The Danish scientist and researcher Illeris studied **16 learning theories** and concluded that few of them could be applied to entrepreneurship training, with expansive learning theory being the most suitable (Leont'ev, 1978; Engeström, 1987).

Engestrom, a researcher and a professor at the University of Helsinki in Finland, is well recognized as the leading developer of the theory of expansive learning. According to him, this process of collective transformation or expansion occurs by creating motivations when students redetermine the basic concepts of a system of action and enable a wider range of potentials than the previous form of the action (Engeström 2003, pp. 30-31).

It enables the transformation of the culture and beliefs of a specific part of society into another new culture and beliefs in a process of expansion. It helps students to learn

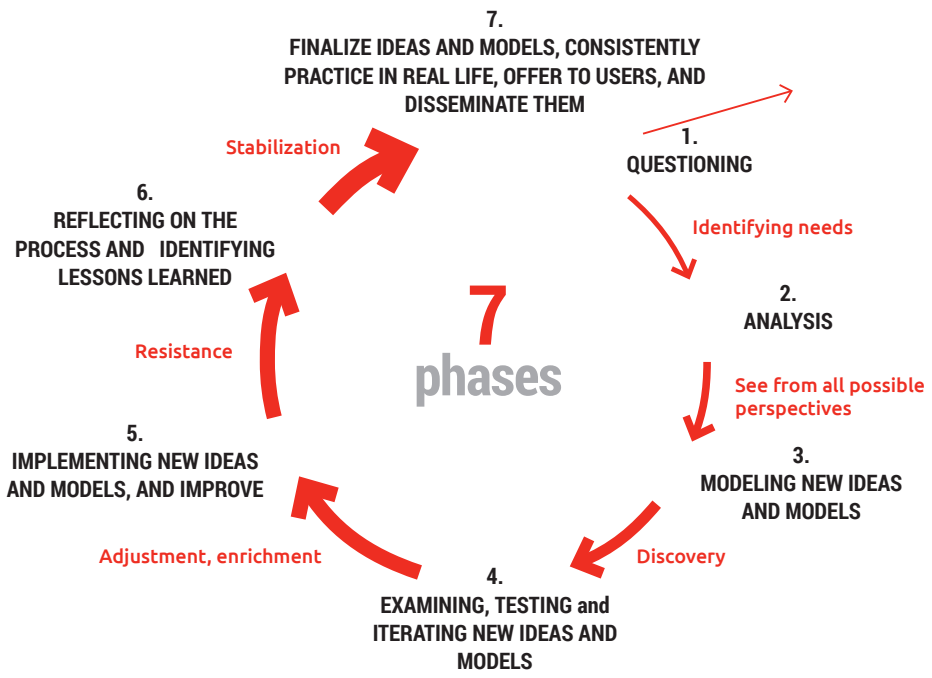
together with others in diverse ways. In addition, its innovation is characterized by diverse experiences and practices that develop students' skills for living and working in situations that are **"not yet there"** and cannot be predicted.

The concept of a cycle of **"unconventional"** learning actions and mindsets, such as encouraging students to ask and clarify questions, be critical of existing standards and norms, make efforts to change them to be more effective, approach problems from multiple perspectives, reflect on the causes and consequences of problems and come up with new models and practices.

Expansive learning theory is:

1. A process that uses cognitive tools to create something meaningful
2. A process that results from student dialogue, participation, and collaboration
3. A process of creating new ideas and behaviors by reviewing current practices, asking questions and critical thinking.

Based on this theory, learning will take place through these 7 phases (Figure), which help students not only to undertake entrepreneurship, but also to develop the innovative and comprehensive knowledge, skills and mindsets necessary to create and build effective entrepreneurships.



These activities are:

1. First, identify learning needs to create new knowledge, skills, and behaviors by questioning, **critical thinking**, and perhaps **not accepting** existing practices or ideas.

2. Conduct causal analysis by asking **"why"** about a situation and providing an answer to the question in a two-step process. **First**, consider how the situation has developed thus far from an historical perspective. **Secondly**, analyze the empirical evidence regarding the conflicts that emerge in the daily practice of the situation and the regulation of the people who carry it out.

3. Discover the reasons for practical actions in the given situation, and propose new ideas and models, or make discoveries.

4. Improve by **testing new models and ideas in practice**, and **examining** their limitations, possibilities and operations.

1 Illeris, K. 2007. An overview of the history of learning theories. European Journal of Education Research, Development and Policy

5. **Implement** new ideas and models **in practice**, and improve on them.

6. Review new ideas and models and **lessons learned** from the process. Identify **what needs to be improved** moving forward.

7. Finalize ideas and models, **consistently apply** them in practice, offer to users, and **disseminate** them.

The entrepreneurship-focused socio-emotional learning activities are designed to be organized and managed in these 7 steps.

Carrying out expansive learning activities based on students' collective actions, consensus, decisions, and explorations have a significant impact on creating innovations and new behaviors. According to researchers, the most suitable learning approach for entrepreneurship training is when students learn from working together on a joint project. The core principle of this approach is that students take the lead in their own learning process.

In entrepreneurship training, the role of the teacher/counsellor is crucial as they need to be innovative and creative entrepreneurs capable of solving problems and optimizing limited resources efficiently (European Commission, 2014; Heinonen & Poikkijoki, 2006; Peltonen, 2015).

2 Komarkova, Gagliardi, Conrads, and Collado (2015)

Learning approach

Project-based learning is the most suitable approach to expansive learning as it allows students to think critically about practices and contexts, generate new ideas for their improvement, test those ideas in the real world, and work together to identify opportunities.

Project-based learning is a dynamic and flexible pedagogy. Project-based learning allows students the opportunity to work relatively autonomously over extended periods that culminate in practical artifacts, such as products/services or presentations. During the development and implementation of a project within the given period, project-based learning provides students with the opportunity to observe, review, and use the benefit of regular examination to make progress. Another feature of this approach is that project-based learning is built upon authentic learning activities designed to pique youth's interest and motivate their desire to learn.

The essential element of project-based learning is to promote deeper learning, greater engagement, and higher-quality work based on collaborative solutions. These elements include:

- Identification of challenging problems or questions
- Sustained inquiry into problem solutions
- Authenticity in real-world contexts
- Application of learning
- Integration
- Openness to students' voices and choices
- Attempt to create public products for authentic audiences
- Feedback loops of critique, reflection, and refining of the product - including formative and summative assessment

An important issue in project-based learning is the choice of the project. The entrepreneurship-focused socio-emotional learning curriculum has already established project guidelines, so this will not present much difficulty.

The number of team members is crucial to project-based learning. For most projects, a team of 4 students enables a fair and balanced distribution of roles and promotes the development of individual skills without compromising others. A variety of team building techniques can be applied (see fhe Teacher Manual).

Verification and further support

Students who complete the ESEL course and obtain the essential knowledge and skills will receive certificates. Students can also develop and implement their own projects using the knowledge and skills they have learned in the course.

3 Buck Institute for Education. Project based learning: Forming teams

Support for teachers/counselors

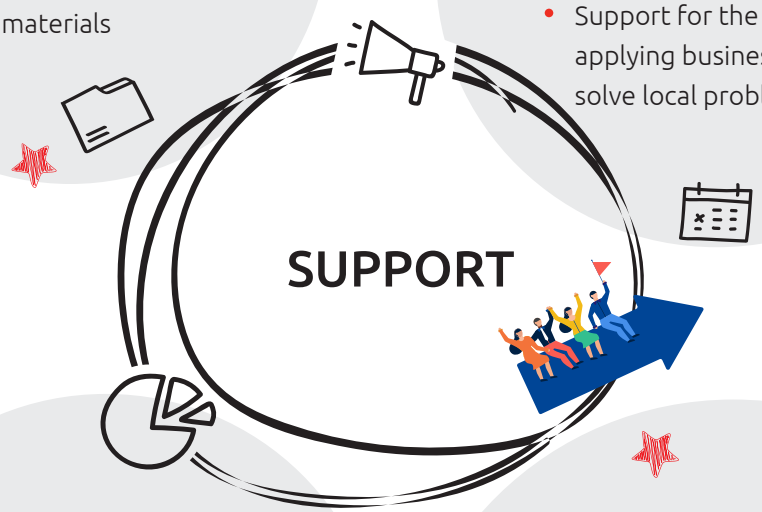
The following tools and resources will be provided to teachers/counsellors organizing this course. It includes:

LEARNING MATERIALS

- Curriculum
- Teacher Manual
- Student Manual
- Other resources and learning materials

SOUM AND AIMAG-LEVEL COMMITTEES

- Plan for working with schools, trainers/ counselors and students
- Support for the testing and applying business ideas that solve local problems



CAPACITY BUILDING TRAINING SERIES

- Classroom-based and online training sessions
- On-the-job mentorship practices
- Online advice and guidance

OTHER SUPPORTS

Teachers/Counsellors will have the opportunity to share their experiences and receive feedback from the project team, project consultants, business advisors, local mentors, local small and medium enterprises, and social entrepreneurs throughout the ESEL course.

Operationalization of the course

Based on the age and development characteristics of the students, the curriculum will be implemented in **3 groups**.:

GROUP 1. **8-12TH** GRADE STUDENTS

GROUP 2. OUT-OF-SCHOOL CHILDREN AGED **14-18**

GROUP 3. OUT-OF-SCHOOL YOUTH AGED **19-25**

All students will acquire the knowledge, skills, and mindsets outlined in the learning objectives, however, student groups will work on different assignments and projects.

Each learning session lasts for 40 minutes. A total of 1720 minutes, or 43 hours, will be spent on in-class learning, and 920 minutes, or 23 hours, will be spent on out-of-class learning (independent and group work activities, and projects). The duration of out-of-class learning is calculated on the time spent by teachers/counselors and mentors on advising and making suggestions to the students. Out-of-school students can learn at their own pace within those 24 hours.

Time distribution of the learning

Sessions	Learning formats	WEEKS										TOTAL HOURS
		I	II	III	IV	V	VI	VII	VIII	IX	X	
Group 1	**Classroom**	4	2	5	2	5	5	6	5	5	4	**43**
	Non-classroom	2	4	2	4	2	2	0	2	2	3	**23**
Group 2	**Classroom**	7	8	9	10	9						**43**
	Non-classroom	6	6	4	2	5						**23**
Group 3	**Classroom**	7	8	9	10	9						**43**
	Non-classroom	6	6	4	2	5						**23**

The classroom setup should be carefully planned to accommodate both independent and group work. Both in-class and out-of-class learning formats will be used for the ESEL course. In order to undertake out-of-class activities, it is crucial that a learning environment be established, such as a classroom or other positive learning settings.

It is important to collaborate with the following people and involve them in the learning activities when implementing the ESEL curriculum:

- **Individuals who start and run their own enterprises.**
- **Individuals who support enterprises in their local community, for instance, accountants, business agencies, and government organizations.**
- **Individuals with entrepreneurship skills, such as innovators, inventors, and marketers who turn problems into opportunities.**

Out-of-class learning activities

Throughout the course, teachers/counsellors and mentors will work together to plan both in-class and out-of-class activities. Before conducting out-of-class learning, students will be required to work in teams to complete tasks and projects. Teachers/counsellors and mentors will help students to develop a plan for teamwork, assign roles, and create an environment for completing the task outside the classroom. They will also provide the necessary support for students to execute projects and tasks, In particular, to focus primarily on applying the knowledge, skills and mindsets learned to real-life situations.

Detailed guidelines for out-of-class activities are described in the Student Manual, so teachers/counsellors and mentors need to familiarize themselves with the manual.

1. PURPOSE

The ESEL course will develop the following mindsets, skills and knowledge of the students.

A. Mindset: The mindset component of the ESEL course consists of Growth Mindset and Entrepreneurial Mindset.

Growth mindset

We aim to convey that (1) skills and abilities are developed through hard work and practice. They are not something that people are born with; and (2) learning from mistakes is critical to improving and strengthening one's abilities. Children and youth will learn that they can get better at something with effort and practice, no matter how challenging the task. They will also learn that making mistakes does not mean that they are not smart, and to accept mistakes as part of the development process. Youth will learn that to reach their set goals, they will need to challenge themselves and not give up when things get tough.

Entrepreneurial mindset

(1) Taking initiative and being proactive even in the face of obstacles will drive your goals forward and enable you to achieve them; and (2) staying curious, managing calculated risks, and experimenting through trial and error will open up a world of possibilities, whether it be running a small business, finding a job, or living a meaningful life. This mindset will help students learn to engage with novel experiences and ideas, as well as to keep an open and questioning mind. Moreover, youth learn how to turn ideas into action, bring people along with them, and how to stay motivated in the face of setbacks. They also learn how to manage ambiguity and uncertainty and how to manage risk.

B. Skills: The skills component of the ESEL course consists of a set of skills, such as self-awareness, imagining possibilities, creative and new ideas, experimenting, using appropriate techniques to communicate effectively in various situations, teamwork, respect for social and cultural phenomenons, critical thinking, information gathering, causal analysis, ethical decision-making, reflection, and adaptive skills.

SKILLS	SUB-SKILLS
1. SELF-AWARENESS	**1.1** Build self-efficacy **1.2** Identify emotions **1.3** Control impulses **1.4** Manage stress **1.5** Accurate self-perception /aware of one's weaknesses and strengths/
2. SOCIAL AND CULTURAL AWARENESS	**2.1** Show empathy **2.2** Appreciate diversity **2.3** Respect others /Not use inappropriate language based on the social status of other students, what they wear, or use/ **2.4** Understand different perspectives **2.5** Act ethically based on consequences
3. CREATIVITY AND INNOVATION	**3.1** Identify opportunities **3.2** Generate ideas **3.3** Imagine possibilities **3.4** Develop a vision **3.5** Experiment with ideas

4. COMMUNICATION	**4.1** Active listening **4.2** Ask questions **4.3** Understand answers /Listen to fully understand/ **4.4** Explain ideas using simple and clear language **4.5** Express verbal and non-verbal thoughts /Use body language effectively and practice oral and written communication/
5. TEAMWORK	**5.1** Commit to shared goals **5.2** Plan and organize **5.3** Share resources **5.4** Give and receive feedback **5.5** Negotiate conflict constructively
6. CRITICAL THINKING	**6.1** Gather information **6.2** Analyze cause **6.3** Be adaptable **6.4** Ethical decision making /Determine what is right or wrong and consider sustainability / 6.**5** Reflection

C. Knowledge: Knowledge areas include business planning, mobilizing resources, financial literacy, digital literacy, and ethics. In each of these key areas, students learn the following specific knowledge.

Entrepreneurship fundamentals	• Understanding and knowledge of entrepreneurship, social and business entrepreneurship, and common practices in the local community • Some practices of local entrepreneurs who possess the fundamental skills and characteristics required of entrepreneurs • Entrepreneurship approaches, stakeholders, and local characteristics • Innovative business ideas and opportunities for social entrepreneurship
Business planning	• Business planning is to define goals for future direction and determine the resources required to achieve goals. • Realize that preparing a business plan drawn from a wide range of knowledge from different business disciplines, including finance, human resources, operations, and marketing. • At each target soum, the grant applicant teams will need to submit their business plans to secure small grants from the ESEL. According to the ESEL Operations Manual, their business plan must include details such as executive summary, mission, expected outcomes, product/service concept, information about implementation of the proposed idea, resources (raw material, etc.), market analysis, marketing strategy, operational management/governance structure, risk management, and financial plan.
Financial literacy	• Financial literacy is fundamentally about understanding money, particularly managing money effectively in terms of earning, saving, spending and investing. Equipping young people with basic financial concepts will enable them to make smart financial decisions, create a budget, and maintain healthy spending and savings habits. It will also raise awareness and train youth to access and mobilize financial resources available to them; for example, local government development funds or resources offered by non-profit or for-profit lending institutions/banks.

 Resource mobilization and implementing plans	• The knowledge around mobilizing and implementing includes identifying and managing the material, technical, and digital resources necessary to transform ideas into action. It is important to learn how to optimize limited resources and obtain the technical skills necessary to run a business. It is equally important to learn how to engage team members and other stakeholders in the process to achieve valuable outcomes. Mobilizing resources and implementing plans requires trading skills. Trading skills in this context refer to the knowledge needed to start, grow, and expand a business venture.
 Digital literacy	• Digital skills are defined as a range of knowledge to use digital devices, communication applications, and networks to access and manage information. During the ESEL course, youth will create and share digital content, communicate, and collaborate, and solve problems for effective and creative learning, business ventures, and social activities by employing a range of digital skills.

2. CONTENT

2.1 Content overview and Learning cycle

The focus on developing knowledge, skills, and mindset defines the ESEL content.which covers the following thematic topics:

The course will be divided into 7 phases of expansive learning theory, organized into the aforementioned subjects. In the process of project-based learning, children and youth will be able to develop, test, evaluate and improve the results of an entrepreneurship project created from a real-life context according to the cycle. Above all, the planning phase is very important because in that phase students learn to understand the problem through their own eyes, identify the opportunity, imagine ideas, set goals, and make plans to bring their vision to life.

In addition, students typically develop a project and model, create a prototype, a physical representation, or a mock-up of their idea. This can be a simple drawing, a graphic, a picture, or something more elaborate. A prototype is useful because it is easier for the people who are testing the concept to have something concrete to look at or touch. With a prototype in hand, youth can ask for and actively listen to potential users' ideas and observe how they interact with their solution. With this feedback, students can modify and iterate on their solutions.

Students will then be ready to mobilize their team and resources and put together a resource plan, a financial plan, a timeline, and metrics for success that will bring their idea to fruition. As well, students will reflect on their assumptions, decisions and actions and consider questions such as: What worked? What can be done differently? What was the context?

2.2 Connection between subjects and socio-emotional skills

The knowledge, skills, and mindset that students will acquire through the subjects and topics of the course are explained as follows.

TOPICS	SUB-TOPICS	STUDENTS WILL OBTAIN:		
		KNOWLEDGE	SKILLS	MINDSETS
TOPIC 1	**1.1 Self-awareness and self-efficacy**	Knowledge of social psychology	Believing one's abilities, self-awareness, recognizing and regulating one's emotions	Being aware of one's mindset characteristics and traits Taking the initiative
	1.2 Recognize the personality traits of one's peers		Self-realization, team building, teamwork, defining team roles, and communication	
	1.3 Time management		Time management and stress management	
TOPIC 2	**2.1 What is entrepreneurship?**	Entrepreneurship fundamentals	Social and cultural awareness of entrepreneurshi,creativity and innovation, teamwork, and communications	Entrepreneurial mindset and open-minded to collaborations
	2.2 Entrepreneurship approaches			
	2.3 Entrepreneurship actors			

TOPIC 3	**3.1 Identifying the needs of community members, cooperations, groups**	Digital literacy and entrepreneurship fundamentals	Creativity, Innovation, teamwork, communication, and critical thinking	Curiosity, initiative, and entrepreneurial mindset
	3.2 Acknowledging different needs			
	3.3 Discovering experiences that meet needs and putting ideas into practice			
TOPIC 4	**4.1 Entrepreneurship idea development and its implementation ways, opportunities, and obstacles**	Entrepreneurship fundamentals	Social and cultural awareness of entrepreneurship, creativity and innovation, Teamwork, and Communication	Curiosity, Initiative, Putting effort in the face of uncertainty, and Persistence
	4.2 Financial resources	Financial literacy		
	4.3 Business planning	Knowledge of resource mobilization and Implementation plans		
	4.4 Potential risks during the project implementation and mitigation measures	Knowledge of risk anticipation and mitigation		

TOPIC 5	**5.1 Arrangement for implementation of the enterprise project**	Knowledge of resource mobilization and implementation plans, Entrepreneurship fundamentals, financial literacy, and digital literacy	Social and cultural awareness of entrepreneurship, teamwork, critical thinking, and communication	Curiosity, Initiative, Learning from uncertainty, risks and mistakes, Effort, and Persistence
	5.2 Process of the enterprise project and anticipating results			
	5.3 Project evaluation			
TOPIC 6	**6.1 Arrangment for the enterprise project implementation**	Knowledge of resource mobilization and implementation plans, business planning, financial literacy, and digital literacy	Creativity, innovation, teamwork, and critical thinking	Initiative, learning from uncertainty, risks and mistakes, effort, and persistence
TOPIC 7	**7.1 Preparation of a new project**	Applying these knowledge, skills, and mindset to develop new projects in a team or individually		

In addition to the learning activities, teamwork and team participation are crucial to developing the target knowledge, skills, and mindset of students.

Teams will be organized in the form of **mini-enterprises**, and team members will hold the position of manager to enable students to develop the following knowledge, skills, and mindset.

- Roles and responsibilities of the position and knowledge around company operations, and functions
- Believing in one's strengths and time management skills
- Active listening, asking questions, explaining ideas, understanding other people's ideas, oral and written communication
- Teamwork, setting shared goals, planning and organizing
- Learning from mistakes, taking the initiative, forward planning, and handling uncertainty

Throughout the ESEL course, students will employ technologies.and participate in the following activities:

- Individual tasks
- Tasks in pairs
- Team tasks
- Collection and analysis of cases
- Learning outside of the classroom
- Inviting local enterprises and community members to the course
- Carrying out enterprising activities
- Making presentations and pitches
- Utilizing information and communication technology (ICT)

2.3 Content details and Timeline

The sub-topics that will be covered in the ESEL course are listed in the table below.

SUB-TOPICS	SUB-TOPIC DETAILS	REQUIRED TIME
MY ENTREPRENEURSHIP SKILLS		
1.1 **Self-awareness and self-efficacy**	• Recognition and regulation of one's own emotions and symptoms. Also recognizing others' emotions. • Who am I? -Aware of one's own learning style, skills, strengths, and limitations, identifying beliefs about oneself, recognizing mindset features, and traits • Stress management	**In-class 80 minutes**
Non-classroom	**Individual test**	**80 minutes**
1.2 **Recognize the personality traits of one's peers**	• Identifying and choosing a partner • Form an entrepreneurship team • Identifying the collective skills of the team and making a list of skills gaps • Create a team name and logo, and make a written agreement to work together to accomplish shared goals • A function of the teamwork	**Танхим 80 минут**
Non-classroom	**Individual test**	**Out-of-class 80 minutes**
1.3 **Time management**	• Use ICT for time planning and team activity planning • Planning steps	**In-class 80 minutes**
Non-classroom	**Team planning**	**Out-of-class 80 minutes**

INTRODUCTION TO ENTREPRENEURSHIP		
2.1 **What is entrepreneurship?**	• Characteristics of entrepreneurship and required competencies (innovation, creativity, risk control and management, and positive attitude, etc.) – Compare one's test result with the team result • Business and social entrepreneurship • Examples and features of local entrepreneurship • Entrepreneurial skills	**In-class 120 minutes**
Non-classroom	**Individual test**	**Out-of-class 80 minutes**
2.2 **Entrepreneurship approaches**	• Introducing entrepreneurship cases • Ideas to improve these cases • Exercise reflecting on the real-life cases	**In-class 80 minutes**
Non-classroom	**Creating posters**	**Out-of-class 80 minutes**

2.3 **Entrepreneurship actors**	• Identify stakeholders for specific products and services:
	  • customers and users
	  • employees and employers
	  • suppliers
	  • lenders and investors
	  • competitors
	  • local business organizations
	  • local government
	  • government agencies
	  • project implementers and non-governmental organizations
	  • research, development, and capacity-building organizations
	• Identify activities, engagements, and partnerships of the parties, and create a mapping between them
	• Partners of business organizations in the local area and their partnership areas
		In-class 40 minutes

ENTREPRENEURSHIP NEEDS AND OPPORTUNITES		
3.1 **Identifying the needs of community members, cooperatives, and groups**	• Identifying the needs of local community members and community groups	**In -class 80 minutes**
Non-classroom	**Needs study**	**Out-of-class 80 minutes**
3.2 **Acknowledging different needs**	• Understanding the needs identified by the teams • Present cases related to these needs and identify the reasons	**In-class 80 minutes**
Non-classroom	Case project	**Out-of-class 80 minutes**
3.3 **Discovering experiences that meet needs and putting ideas into practice**	• Identify opportunities to meet needs • Prioritize needs and current experience meeting those needs • Selection of entrepreneurship ideas	**In-class 120 minutes**
DEVELOPING ENTERPRISE PROJECTS		
4.1 **Entrepreneurship idea development and its implementation ways, opportunites, and obstacles**	• Generate entrepreneurship ideas, develop its business model and opportunities, and plan for ways to implement • Determine potential challenges to pursuing opportunities • Define strategies to overcome these obstacles	**In-class 160 minutes**
Non-classroom	**Entrepreneurship projects**	**Out-of-class 80 minutes**
4.2 **Financial resources**	• Financial and human resources, such as financial regulation, money, income, expenses, savings, investment, risk, insurance, etc., are mobilized and allocated for the testing and implementation of the model project.	**In-class 120 minutes**

4.3 Business Planning	• Define a business model (what will you deliver, to whom, how, and why? Focus on results and values. Use a sample model) • Planning according to the structure of the business plan • Use ICT tools, applications, and smart devices for business planning	**In-class 160 minutes**
Non-classroom	**Developing business plans for projects**	**Out-of-class 80 minutes**
4.4 Potential risks during the project implementation and mitigation measures	• Discuss in advance the risks that may occur during project testing, and determine ways to reduce and overcome project risks • Make a detailed action plan. Based on the plan, distribute the responsibilities of team members per their skills • Identify the parties to be involved in the implementation of the project • Present the project to local stakeholders	**In-class 80 minutes**
IMPLEMENTATION AND MONITORING OF ENTERPRISE PROJECTS		
5.1 Arrangement for the enterprise project implementation	• Stakeholders in project implementation and their responsibilities • Opportunities for collaboration within the project • Study the challenges facing innovative and creative solutions in the local area • Pursue opportunities to overcome challenges • Get support for one's proposed project idea and get information together	**In-class 80 minutes**
Out-of-class activities	**Implementation and outcomes of the enterprise project**	**Out-of-class 80 minutes**

5.2 Process of the enterprise project and anticipating results	• Select one of the locally produced products, collect a customer satisfaction survey, and make results and conclusions • Offer new options for products and services • Present new options to relevant parties and receive feedback	**In-class 80 minutes**
5.3 Project evaluation	• Gain an understanding of the criteria of the employment support fund offered by the government and small grants offered by the ESEL course • Assess the project using these criteria	**In-class 120 minutes**
IMPROVING ENTERPRISE PROJECTS		
6.1 Arrangement for the enterprise project implementation	• Revise the project based on the assessment results • Joint reflection on the course and evaluate whether the individual students have achieved the expected learning outcomes	**Танхимд 80 минут**
DEVELOPING NEW PROJECTS		
7.1 Preparation of a new project	• Develop a new project using the knowledge, skills and mindset acquired in the previous topics	**In-class 80 minutes**
Non-classroom	**Developing a new project**	**Non-classroom 120 minutes**

3. ASSESSMENT

3.1 Assessment method

The knowledge, skills and mindset acquired by the students in the entrepreneurship-focused socio-emotional learning course will be evaluated as follows.

Tests, observation sheets and post-assessment methods will be used to support the development of targeted knowledge, skills, and mindset of students.

Test

At the beginning and the end of the course, students will be asked to take a self-assessment test. There is no scoring as this is a test where the student is assessing his/her skills. This is described in the Teacher and Student Manuals.

Observation

During the ESEL course, the trainer/counsellors will use two types of observation sheets to track the progress of students' mindsets and skills. This observation is not to evaluate the mindset and skills of the students directly, but to observe how the development of the mindset and skills of the students is manifested through their activities. It is vital to determine what kind of mindset and skills should be developed in the future, and the guidance and support they may need from the trainer/counselor.

Assessment

Assessment consists of student self-assessment, peer assessment, and teacher/counsellor assessment. Student self-assessment and peer assessment sheets are included after each topic in the manual, along with instructions on how to grade them.

A. Self-assessment refers to the student's self-assessment according to the criteria given at the end of topics 1, 3 and 5. When calculating the average of self-assessment, calculate the percentage of each grade and average them out

B. Peer assessment refers to an assessment made by a team member based on the criteria given at the end of topics 2 and 4. When calculating the average of peer assessment, the percentage of each rating is calculated as the average of their sum. Teacher/counsellor assessment consists of tests and project evaluations.

C. Test assessment is the result of the test that students complete at the end of the course. There are 25 points total and each test task has a different rating.

D. Project evaluation has **10 criteria**. Each criterion is scored by the teacher/counsellor on a scale of **1 to 10**, and the sum is used to determine the result.

A. Calculation method for self-assessment

Subject 1	Subject 3	Subject 5	AVERAGE OF SELF-ASSESSMENT
Expected points **72-100%**	Expected points **42-100%**	Expected points **66-100%**	(1.4 * X+2.4 * X+1.52 * X):3= …%
1.4 * X= Performance rate	**2.4* * X =** Performance rate	**1.52 * X=** Performance rate	

B. Calculation method for peer-assessment

Subject 2	Subject 4	AVERAGE OF SELF-ASSESSMENT
Expected points **30-100%**	Expected points **54-100%**	(3.34 * X+1.85*X):2= …%
3.34 * X = Performance rate	**1.85 * X =** Performance rate	

Method of calculating teacher/counsellor assessment

C. Test results	D. Project evaluation results
Expected points **25-100%**	Expected points in total **100-100%**
4 * X= …%	1 * X= …%

Final evaluation of the learning

The average of the student self-assessment, peer assessment during the course, the outcome of the test at the end of the course, and the teacher/counsellor's evaluation of the project work are added up to determine the course's final assessment.

Calculation method for the final assessment

A Average of self-assessment	B Average of peer assessment	C Test results	D Project evaluation	Final evaluation of the course
25%	**25%**	**15%**	**35%**	**100%**
0.25*X= …% 25% of self-assessment average	**0.25*X= …%** 25% of peer-assessment average	**0.15*X= …%** 15% of test result	**0.35*X= …%** 35% of project evaluation	A * 0.25+B * 0.25 +C * 0.15+ D * 0.35= …%
At the end of topics 1,3,5	At the end of topics 2,4	At the end of topic 7	At the end of topic 6	

3.2 Assessment purpose

The following **KNOWLEDGE** will be assessed:

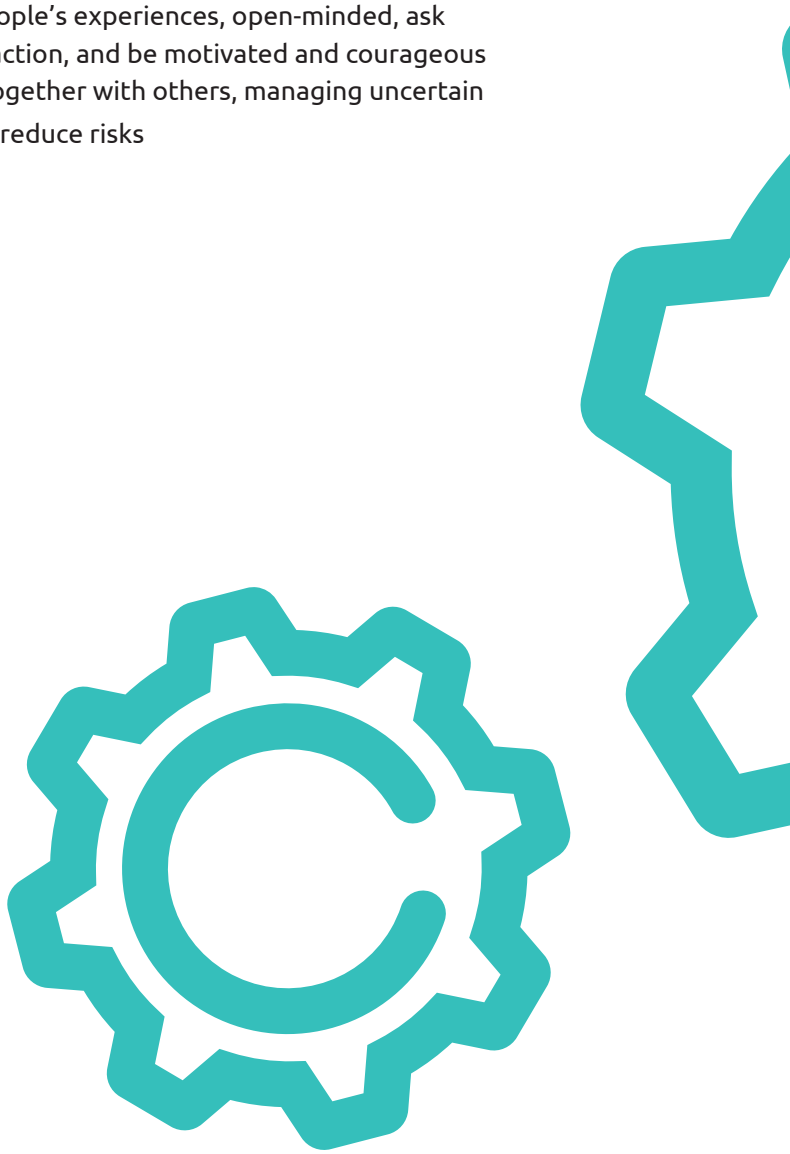
- Financial literacy required for entrepreneurship activities
- Business planning
- Digital literacy
- Understanding ethics

The following set of **SKILLS** will be assessed:

- Self-awareness and being aware of others
- Managing one's time for best use, identifying challenges, and planning effectively and accordingly
- Explore enterprise opportunities
- Creativity, coming up with new ideas and experimenting
- Effective communication in various situations using appropriate techniques
- Teamwork
- Respecting social and cultural phenomenons
- Critical thinking - gathering information and analyzing causes
- Ethical decision-making and reflection
- Adaptive skills

The following **MINDSET** will be assessed:

- Be diligent to make things better, regardless of how challenging the students' work or tasks are
- Learning from mistakes, challenging oneself, and striving to accomplish goals
- Be curious about other people's experiences, open-minded, ask questions, put ideas into action, and be motivated and courageous to overcome difficulties together with others, managing uncertain situations and learning to reduce risks



4. Terminology

ENTERPRISE
An entity that carries out social, humanitarian, and ecological business activities

An entity engaged in a business or other forms of activities, especially one that will earn money. (https://dictionary.cambridge.org/dictionary/english/enterprise)

BUSINESS ENTERPRISE

A person or entity that makes a profit by engaging in activities related to the production and sale of products and services. (https://bizfluent.com/ about-6721330-business-enterprise-.html)

SOCIAL ENTERPRISE

Undertaking of activities for non-for-profit – businesses that serve for social benefit, humanitarian, or ecological purposes. (Start-up business, related glossary of terminologies, 2016)

ENTREPRENEUR
Employer, business person

A person who sets up a new business, enterprise, or initiative for social benefit, taking on financial risks (Cambridge International AS and A Level Business Coursebook Third Edition. Peter Stimpson and Alastair Farquharson. Page 11)

ENTREPRE-NEURSHIP

Undertaking business that involve creative thinking and innovation for profit. (Start-up business, related glossary of terminologies, 2016)

MONEY

An instrument accepted as a measure of value, value keeper, or a means of payment (https://www.merriam-ebster.com/dictionary/money)

INCOME

Money or recurrent benefit that derives from sales of products or services to the customers. (Glossary of economic and financial terminologies, the Bank of Mongolia, 2015)

EXPENSE

The amount paid to acquire or purchase something. (Glossary of economic and financial terminologies, the Bank of Mongolia, 2015)

RISK

Probabilities of loss of money, financial deficiency, and uncertainty. (Glossary of economic and financial terminologies, the Bank of Mongolia, 2015)

SAVING

Deposited cash for accumulation in a financial account. (Glossary of economic and financial terminologies, the Bank of Mongolia, 2015)

INSURANCE

A guarantee of financial compensation from the insurance company in the event of damage to property, health, or life. This assurance is purchased by making the appropriate payment. (Glossary of economic and financial terminologies, the Bank of Mongolia)

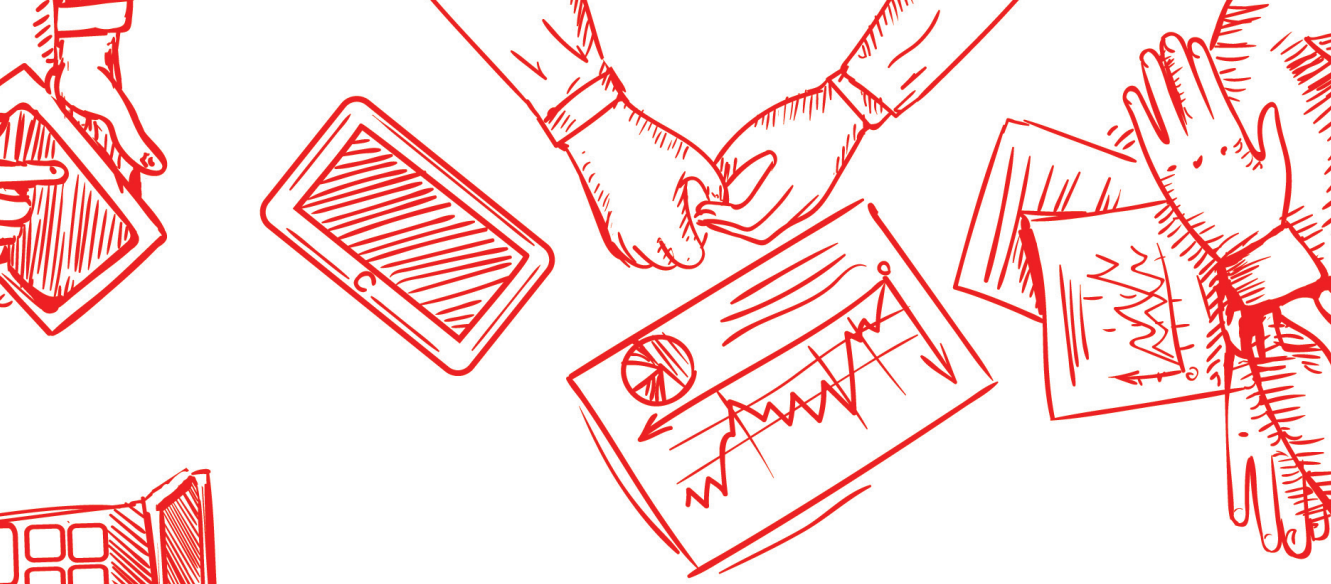
MIND MAPPING

A mind map is a visualization technique and brainstorming tool to organize ideas without thinking about structure or logical lines. It helps to visualize ideas, draw analysis, and retrieve information for a specific issue. It allows to explore central ideas and all of its related topics, in a non-linear way.

ENTREPRE
FOCUSED SOCIO-
LEARNING

NEURSHIP

EMOTIONAL



“ENTREPRENEURSHIP-FOCUSED SOCIO-EMOTIONAL SKILLS FOR THE MOST VULNERABLE YOUTH IN RURAL MONGOLIA” PROJECT

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