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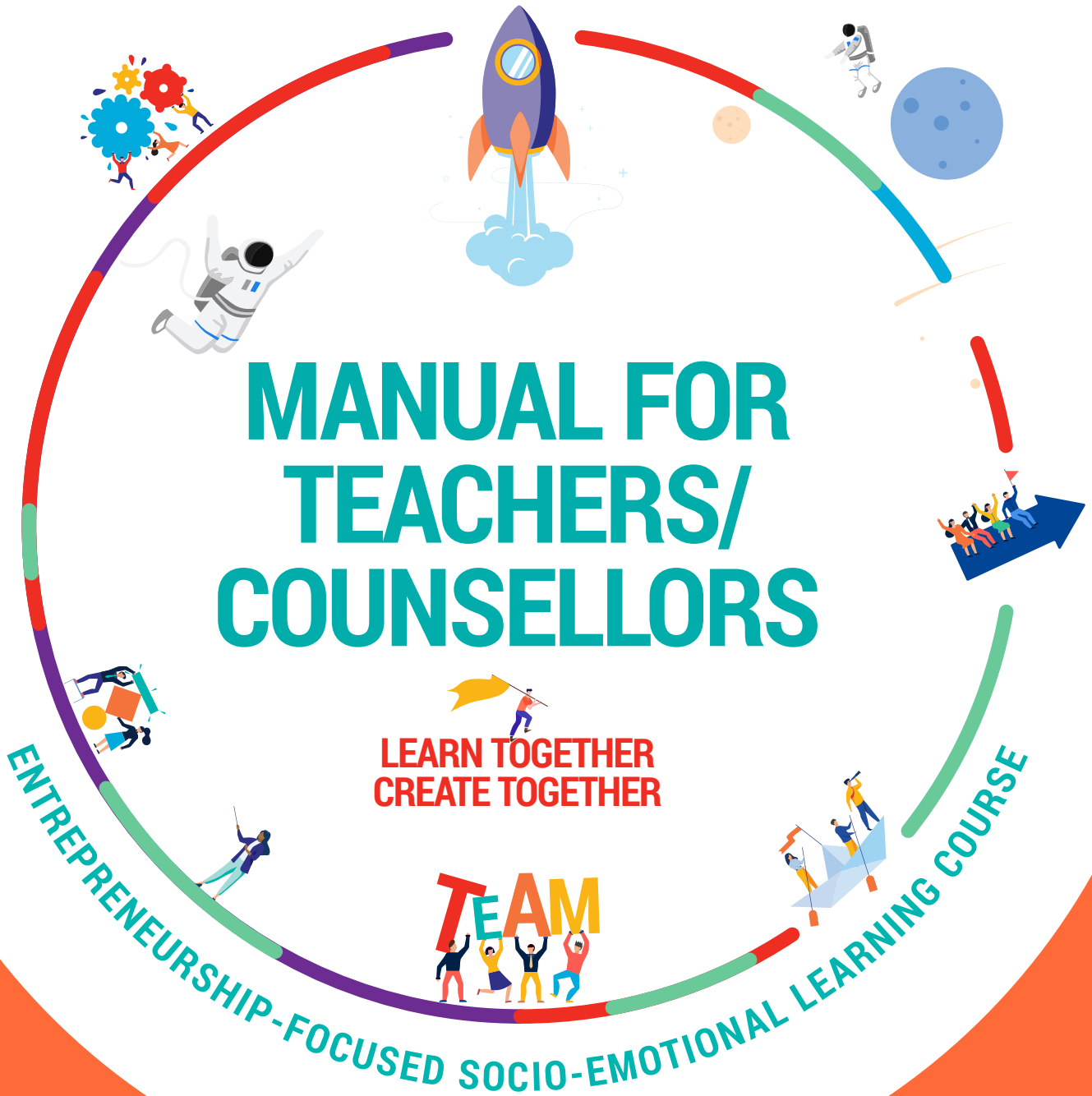GOVERNMENT OF MONGOLIA

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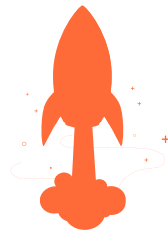
THE WORLD BANK
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Save the Children

MANUAL FOR TEACHERS/ COUNSELLORS

LEARN TOGETHER
CREATE TOGETHER

TEAM

ENTREPRENEURSHIP-FOCUSED SOCIO-EMOTIONAL LEARNING COURSE

2024

MANUAL FOR TEACHERS/COUNSELLORS

LEARN TOGETHER
CREATE TOGETHER

PROJECT BRIEF

Save the Children initiated and implements a project, Entrepreneurship-Focused Socio-Emotional Skills For The Most Vulnerable Youth In Rural Mongolia, funded by the Japanese Social Development Fund managed by the World Bank. The project, implemented from 2020 to 2023, aims to develop entrepreneurship-focused socio-emotional skills, targeting 6,000 youth aged 14-24 from 25 soums of Khovd, Zavkhan, Uvurkhangai, Govisumber and Sukhbaatar aimags, representing the western, eastern, central and khangai regions of Mongolia.

Book design by: ◆ NYDesign

Acknowledgements

Save the Children in Mongolia, the initiator and implementer of this project, extends its deepest appreciation to the project consultants who developed this "Entrepreneurship-focused socio-emotional skills" (ESEL) training program.

We also wish to express our sincere gratitude to those individuals and organizations who generously consented to our using their video content developed within the ESEL program free of charge. Thank you for your great contribution and please accept our very best wishes for your future accomplishments.

CONTENTS

TERMINOLOGY

ENTERPRISE

An entity that carries out social, humanitarian, and ecological business 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 a social benefit, humanitarian, or ecological purpose. (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)

ENTREPRENEURSHIP

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)

MONEY

An instrument accepted as a measure of value, value keeper, or a means of payment (https://www.merriam-webster.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, 2015)

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 you to explore central ideas and all of their related topics, in a non-linear way.
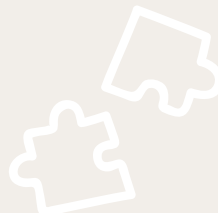
NOTES TO TEACHERS AND COUNSELLORS

This manual is designed to support teachers and counsellors to organize training that develops entrepreneurship-focused socio-emotional skills students and to facilitate classroom and non-classroom activities.

The first part of the manual includes information about the training program, theoretical concepts, specificity of training methodology, what teachers should consider when delivering the training, program structure and how these should be applied at different levels: school, teaching staff and students, as well as how to perform assessments.

The next parts of this manual cover the **7 topics** and **18 sub-topics** in the training program. Each sub-topic includes information about the session objective, training necessities and preparatory work that teachers and counsellors should consider in order to properly facilitate sessions, ask appropriate questions, call to action, prepare for the next session, and organize non-classroom activities. Specifically, each sub-topic of this manual was developed to guide teachers and counsellors in the following ways:

1. Objectives defined for each sub-topic -the specific knowledge, skills and mindset that will be delivered to the students.

2. List of training necessities and resources needed for the specific session.

3. Issues that teachers and counsellors need to consider. Specifically, they will need to use observation sheets to take notes on the individual student's skills and emotions, and use tailored strategies to enhance the individual student's development.

4. Time needed for classroom and non-classroom activities, as well as descriptions of specific interventions, tests, homework, calls to action and projects to be completed.

5. Any additional notes and explanations related to the sub-topic, sample questions to put to students, guidance to facilitate tests, homework, calls to action, projects

and worksheets in the students' manual, project structure and so on.

6. How to assess the students' knowledge, skills and mindset, as well as assessment methodologies during the training sessions.

7. How to handle preparatory work for the next session.

8. How to collaborate with team managers.

Also provided is additional information that relates to new terminologies in some sub-topics.

At the end of each topic, tests are provided to assess students' **knowledge, skills, and mindset** along with instructions for both students and teachers/counsellors on how to fill in these tests.

Appendices of the manual cover some of ideas, slides and texts that teachers/counsellors need to use during the training sessions.

Additional **teaching aids** are available in this manual. These include video content and presentation slides with instructions for their use.

This Teachers/Counsellor Manual is to be used along with the **Student Manual**.

Teachers and counsellors are advised to enrich the training content with **their own ideas and methodologies** rather than following this manual word for word.

Entrepreneurial mindset and skills are acquired by the student through their own experiences gained from implementing an entrepreneurship project. Therefore, training activities demand teamwork, active participation and collaboration between students and teachers/counsellors. Genuine needs of the communities and their local social and business environment need to be considered to find solutions to the challenges they face. This is achieved by working in teams and embracing a diversity of opinions. Teachers and counsellors need to prioritize the development of the socio-emotional skills of the student during the training sessions. Manuals for teachers/counsellors and students will provide step by step guidance on entrepreneurship education.

Teachers and counsellors will need to provide opportunities for students to use their knowledge and skills during the training sessions. Their knowledge, skills and experiences need to be assessed before the start of the training. Students need to be reminded that even though they may face challenges with some tasks, they are learning new things during the process of seeking solutions to these challenges. Students need to grow during this process. You will need to ask **"Why"** questions without any judgement of their actions, explanations, and solutions. You need to remember that their world view does not have to be the same as yours. The whole learning process should lead them to think and act outside the box. This is how they grow, gain self-confidence, learn to use a multifaceted approach, be compassionate towards others, draw conclusions on their own actions and listen to others. These are very important socio-emotional skills.

Do not immediately try to help those students who face challenges. Instead, help them to see their mistakes and the reasons why they made them, ask leading questions and guide them towards better solutions. This will help them to succeed.

When facing a challenging situation, the main function of the facilitator is to help the student to **"think through", "contemplate", "come to conclusions", "take responsibility their own actions", "collaborate with others"** in order to find solutions and understand root causes, rather than the teacher/facilitator simply transferring knowledge, checking the homework set out in the manual, and expecting students to think the way the teacher taught them.

Since entrepreneurship-focused socio-emotional skills development is not your area of expertise, we strongly advise you to invest in your long term knowledge and growth by learning about socio-emotional skills development strategies from open resources, getting advice from local entrepreneurs, business professionals, consultants and mentors in your local area, as well as from other teachers. This will help you to better facilitate your training sessions, and will also significantly enrich your own life.

Good luck.

Classroom activities

Non-classroom activities

ABOUT THE COURSE

Course goal and objectives

The goal of the training program is to provide rural youth aged 14-25 with knowledge, develop their skills and shift their mindset to work independently and undertake entrepreneurship activities.

This training is based on two major concepts: **entrepreneurship and socio-emotional skills**. On the one hand, students will gain knowledge and develop the skills and mindset to work independently and undertake entrepreneurship activities, and on the other, it will develop socio-emotional skills needed to take advantage of these opportunities. Clearly these are completely different from subjects such as Math and History whose learning objectives are solely related to the subject matter. Therefore, the learning theory also differs from traditional ways of teaching and learning.

Entrepreneurship is a process of creating new values, generating innovative ideas and seeking wider opportunities in the social, cultural and business contexts. In brief, entrepreneurship education is a process that supports students to acquire new and innovative knowledge and skills, to develop new values and to effect behavior change.

Essentials of the program's learning theory

Math, Chemistry, Physics, Social Studies and Business Studies cannot be considered separately in entrepreneurship learning. This learning demands complex skills from students, is integrated in terms of content, requires cooperation, consensus and decision-making, and focuses on project-based tasks, while emphasizing the learning process. (Lackeus, 2015). Entrepreneurship is the process of collective expansion, transformation or change through redefining the basic concept of a system of action, increasing opportunities compared to previous states, and calling for concrete actions (Engeström 2003, pp. 30-31). In that way, it is new and innovative, characterized by students being engaged in diverse experiences and practices that help them develop the skills to work and live in an "unforeseen" environment, hence entrepreneurship is more relevant to the **Expansive theory** of learning

(Illeris, K. 2007). This theory creates new knowledge and practices for emerging activities or transformations of existing cultures or world views. It also provides an opportunity to learn collectively while embracing diversity, and is characterized by students encountering new, innovative and varied experiences and practices. This learning theory requires students to live and work in a "unforeseen" and "not yet created" environment. In that sense, it is "unconventional" learning that encourages students to ask questions, constructively criticize social stereotypes and established norms, make efforts to effectively change these norms, develop multifaceted approaches to existing challenges, reflect on root causes and consequences, propose new model ideas, and put them into practice.

Expansive learning theory has 3 features:

1.

Learning is the process of creating something meaningful and in doing so, it creates the use of cognitive tools.

2.

Learning is the process that occurs as a result of students' interaction, participation and collaboration.

3.

Learning is the process of creating new ideas, values, products and practices through questioning existing norms, and taking a critical approach.

According to this theory, learning takes place through the following 7 activities (Figure), which allow students to develop the knowledge, skills, and mindset required for entrepreneurship rather than creating it alone.

These activities are: ➡

7.
FINALIZE THE NEW IDEA OR MODEL, PRACTICE IT CONSISTENTLY, RECOMMEND TO OTHERS AND DISSEMINATE

Consistency

6.
REFLECT ON THE NEW IDEA OR MODEL, IDENTIFY WHAT WAS LEARNED SO FAR

Review

5.
IMPLEMENT THE NEW IDEA OR MODEL, IMPROVE IT

Clarification

7
Action

1.
ASK QUESTIONS

Define needs

2.
ANALYSE

View from different angles

3.
DEVELOP A NEW MODEL OR IDEA

Discovery

4.
TEST THE NEW IDEA OR MODEL, COME TO A CONCLUSION

1. First, identify learning needs to create new knowledge, skills, and behaviors by questioning, being critical, and perhaps rejecting existing practices or norms.

2. Ask the **"why"** questions about the situation and provide explanations thereon and analyze the root causes. This is a two-way activity. **First**, it helps to understand how this situation was created and evolved from the historical perspective and **secondly**, it analyzes the empirical evidence about the conflicts that are manifested in the daily practice of the people involved in the situation.

3. Develop or discover new models or ideas through **understanding the reasons for behaviors** in such situations.

4. Make adjustments by **testing** new models and ideas in practice, **evaluating** their limitations, possibilities and functionality.

5. **Test and bring** the new ideas and model into the practice and make **improvements**.

6. Reflect on the new ideas and model, review **lessons learned** and define the **next steps to learning**.

7. Finalize new model and ideas, **consistently apply them in practice**, recommend them to others, and **disseminate** them.

The above 7-cycle activity introduces students to the basic concepts of entrepreneurship, and helps develop skills such as critical thinking, teamwork, communicating with others, planning, learning from mistakes, being creative and innovative, continuously trying, looking for opportunities, recognizing their limitations, anticipating risks, and approaching problems with research and analysis. Most importantly, it is essential that teachers and counsellors do not skip any of the steps.

Activities, tasks and tests in each cycle can be improved and adjusted.

Since the teacher plays the most important role in entrepreneurship education, he or she needs to be innovative, creative, entrepreneur-minded, able to solve problems, and be familiar with the efficient use of limited resources (European Commission, 2014; Heinonen & Poikkijoki, 2006; Peltonen, 2015).
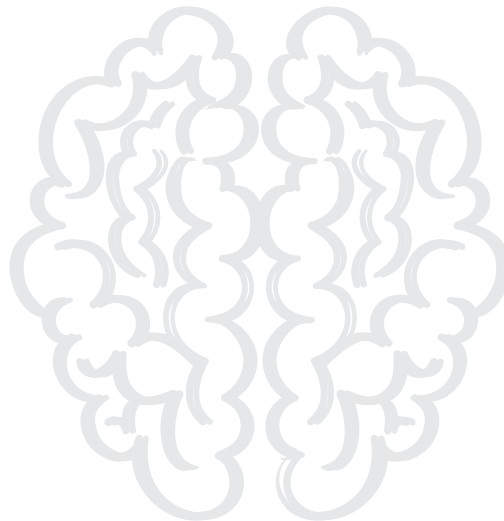
7 Activities

TRAINING METHODOLOGY

The most effective way to develop socio-emotional skills in students is to involve them in active communication with each other, support expression and presentation of their ideas, involve them in the organization of different activities, support them to research the causes of real life problems, and to analyze, reflect on, and solve them.

Many studies demonstrate that these skills can be developed through project-based learning which accommodates students to develop problem-solving, decision-making, and analytical skills by performing complex tasks based on real-world problems. As a result, students feel satisfied by completing the project and encouraged to learn more, according to Thomas, a US scientist in the field.

The following are some of the advantages of project-based learning (Railsback, 2002):

a) Prepares youth for employment.
Through project-based learning, students acquire skills such as collaboration, planning, decision-making, and time management that are essential in the workplace.

b) Drives motivation to learn.
Project-based learning increases students' engagement, participation and motivation to do homework.

c) Brings school closer to real life – brings it down to earth.
During the project implementation, the students recall previously learned knowledge and skills, get to apply them in different situations and shift their mindsets.

d) Provides opportunity to create knowledge through collaboration.
By working together, students learn the skills they need in the workplace, such as developing each other's new ideas, voicing their opinions, and reaching solutions through consensus.

e) Enhances social and communication skills.
Students learn how to communicate with team members which gradually develops their social and communication skills and their ability to interact with people who have different thoughts and opinions.

f) Enhances problem-solving skills.
Misunderstanding might happen among team members. They will need to solve this problem during the team work and thus enhance their problem-solving skills.

g) Enhances self-confidence.
Students feel proud of themselves as they achieve a goal through their activities.

h) Enables students to build on their own strengths to perform tasks in a variety of ways, to come up with practical solutions and to use digital technologies.

As well, in expansive learning practice, students need to approach practical problems from a critical point of view, develop new ideas, make efforts to improve them, test them, and identify opportunities through collective effort, hence project-based methodology is ideally suited to guiding and conducting this learning.

An important question comes up at this point: what kind of project should be chosen to guide learning through project-based methodology? In the entrepreneurship-focused socio-emotional learning program, the project guidelines are pre-designed, so the students can develop their socio-emotional skills by implementing the projects using these guidelines, with teachers providing additional support where necessary.

The following elements are mandatory in the process of project-based learning so it is important they are reflected in students' activities.

1. Identify the needs and challenges faced by the local community, residents, and small and medium enterprises.
2. Continually search for solutions to meet needs or solve problems, try to develop solutions with multiple options.
3. Solutions should be realistic.
4. Provide opportunities to put what has been learned into practice.
5. Identify whether there are sufficient local resources to solve the problem.
6. Students should express themselves and make choices wisely and rationally based on the available resources.
7. Create a participatory network for students by involving local users and customers.

In the course of training, students between the ages of **14-18** should focus on supportive initiatives such as creating a students' newspaper, helping children in boarding schools to do their homework, initiating student-oriented development activities, implementing scientific projects, and so on. Youth aged **19-25** should focus on the entrepreneurship or profit-making projects.

☆ Additional strategies

As mentioned earlier, there are two concepts in this learning: entrepreneurship and socio-emotional skills. Therefore, teachers need to constantly use strategies that increase students' self-confidence and self-worth, that lead them to self-discovery, help them to understand their worldviews, their own and each other's emotions, increase emotional intelligence, respect others and embrace diversity of people and opinions, express themselves, be compassionate towards others through trying to walk in their shoes, listen carefully to others, be agile, learn from their own mistakes, and be ethical. Since the training activities are described step by step in the teacher's and student's manuals, we hope that teachers and counsellors will have little difficulty in guiding the training. However, the following strategies should be followed as it is necessary to focus on the development of socio-emotional skills and an entrepreneurship mindset.

Specifically,

❯ 1. Identify and manage own emotions.

Students experience different emotions during team work. If the teacher observes strong emotions coming up that affect the team's activities, he/she should ask leading questions to help each student understand the emotion, its reasons and how it affects others. Role-playing strategy would be good here: if the student were an entrepreneur, how would he/she deal with such an emotional outburst, how would he/she calm down and reach mutual understanding. If necessary, techniques such as breathing exercises can be used.

❯ 2. Respect the social and cultural differences of other students.

Youth aged 14-25 tend to disrespect each other because of perceived social status and cultural differences. Especially during team work, there is a tendency to neglect or denigrate others due to social status, saying "you don't have this or that" or "you don't know this or that". To avoid this, the teacher needs to observe the teams, who is taking the lead, why some students are not participating, how things could be done differently, especially what criteria are used to form the teams, who needs help from other team members to complete the assigned tasks. It may be necessary to guide team members to communicate openly with each other. In some cases, strategies could be called for like students putting themselves in the other person's shoes to understand their situation, perhaps by switching the roles of team member and manager[2]. Understanding others through empathizing with them is a key factor in developing positive and strong friendships and relationships among team members.

❯ 3. Listen to others, communicating.

When students feel that someone is paying attention to what they do, how they feel, and what they say, they will be more engaged and interested in the learning process. Strategies should be used consistently to help students get to know each other, understand what they feel, and counsel each other. Always encourage students to use the following techniques when working in a team and, if necessary, include them in these rules.

2 Please see at handbook organization section

Specifically:

1. **Look into the eyes** of other students while they are speaking and **pay full attention**.

2. **Observe their emotions**, not just their words.

3. After a student has finished speaking, confirm what you understood by saying **"From what you said, I understand that……"**

4. **Ask clarifying** questions.

5. **Control your words and emotions** and respond.

6. Give your opinion after listening to the student, and **do not interrupt others**.

At the beginning of each training session, it is important to spend **5 minutes** asking each other questions about what you did and how you felt. This is very useful for those who are shy or timid and lack confidence.

❯ 4. Self-expression and presentation skills.

It is common for youth aged 14-25 to dread expressing themselves. They fear what others think about what they say, fear saying something wrong and being dismissed and derided. To develop self-expression and presentation skills in students, let them practice answering the following two questions before they give a presentation:

1. What are the main ideas to be expressed?

2. Why are those ideas considered important? This exercise should be done individually if the student is making an independent presentation, or as a team if it is a collective presentation. Also, try to avoid direct judgements of the ideas or opinions expressed by the student. Instead, ask more open-ended questions such as how they arrived at their answers.

It is essential to understand and cater for the needs of introverted children who avoid expressing themselves. It is crucial to learn about things that interest them, contribute to their preferences, and engage them in educational activities. Provide them with opportunities to help others using their individual strengths. Put them in a team with the most talkative and sociable children. Pay attention to their activities on a daily basis and involve them in activities that keep them moving, such as cleaning the board and distributing handouts.

Teachers need to focus on creating a "habit" for students to always ask each other **WHAT CHALLENGES DO YOU FACE IN PERFORMING YOUR TASK? HOW CAN I OR HOW CAN WE HELP YOU? WHAT ARE THE ALTERNATIVE APPROACHES TO COMPLETING THIS TASK**?

Team members need to understand that helping each other is essential to successfully completing a task or solving a problem in order to achieve the desired result.

PROGRAM CURRICULUM AND COHERENCE OF STUDENTS' KNOWLEDGE AND SKILLS

The training topics will have the following sub-topics, and the below table shows the knowledge, skills and mindset that will be developed through this topic.

TOPIC	SUB-TOPIC	WHAT STUDENTS WILL ACQUIRE		
		KNOWLEDGE	SKILLS	MINDSET
1	**1.1** Self-awareness and self-efficacy	Knowledge of social psychology	Believing in one's abilities Self-awareness Recognizing and regulating one's emotions	Being aware of one's own mindset and its traits
	1.2 Recognize the personality traits of one's peers		Self-realization, team building, teamwork, defining team roles, and communications with one another	Taking the initiativing
	1.3 Time management		Time management and stress management	
2	**2.1 What is entrepreneurship?**	Entrepreneurship fundamentals	Understanding the social and cultural aspects of entrepreneurship Creativity, innovation skills, and team work, communications	Entrepreneurship mindset Open collaboration
	2.2 Entrepreneurship approaches			
	2.3 Entrepreneurship actors			
3	**3.1 Identifying the needs of community members, cooperatives, and groups**	Digital literacy and entrepreneurship fundamentals	Creativity, innovation skills, team work, 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	SUB-TOPIC	WHAT STUDENTS WILL ACQUIRE		
		KNOWLEDGE	SKILLS	MINDSET
4	**4.1** Entrepreneurship idea development and implementation methods, opportunities, and obstacles	Basics of the fundamentals	Social and cultural awareness of entrepreneurship, Creativity, innovation skills, Reflection and contemplation, Team work, communication	Curiosity, initiative, putting in effort in the face of uncertainty, persistence
	4.2 Financial resources	Financial literacy		
	4.3 Business planning	Knowledge of distribution and use of resources, development and implementation of plans		
	4.4 Potential risks during project implementation and mitigation measures	Knowledge of risk anticipation and mitigation		
5	**5.1** Arrangements for enterprise project implementation	Knowledge of distribution and use of resources, how to develop plans Digital literacy, basics of entrepreneurship, financial literacy	Understanding the social and cultural aspects of entrepreneurship, Reflection and contemplation, team work, communication	Curiosity, initiative, learning from uncertainty, risks and mistakes, renewing efforts, and persistence
	5.2 Processing the enterprise project and anticipating results			
	5.3 Project evaluation			
6	**6.1** Arrangements for implementing the enterprise project	Knowledge of distribution and use of resources, knowing how to develop plans Digital literacy, business planning, financial literacy	Creativity, innovation skills, reflection, team work, and communication	Initiative, learning from uncertainty, risks and mistakes, continuing to make efforts, and persistence

7

7.1 Preparation of a new project

Applying these knowledge, skills, and mindset to develop new projects in a team or individually

It is important to note that the sequence of the projects during the training process is to get to know yourself ≫ get to know your team ≫ recognize your roles ≫ observe needs ≫ define reasons for failures and successes in the practice of meeting the needs ≫ respond to needs and find sustainable solutions ≫ develop the business project accordingly ≫ present and get feedback ≫ test ≫ improve ≫ and implement.

Through this training, students will participate in the following activities:

✓ Work individually

✓ Work in pairs

✓ Work in a team

✓ Collect cases and conduct analyses

✓ Learn outside the classroom

✓ Invite local entities and residents to the training

✓ Organize enterprise activities

✓ Make presentations

✓ Use ICT

STUDENTS' EVALUATION

Assessment plays an important role in developing the desired knowledge, skills and mindset.

Assessment consists of student self-assessment, peer assessment, and teacher assessment. Student self-assessment and peer assessment sheets are included after each topic in the manual, along with explanations on how to make the assessments.

A. Self-assessment refers to evaluating yourself according to the criteria provided at the end of topics 1, 3, and 5. In order to calculate the average of your evaluation, assign scores to each evaluation and calculate their sum average.

B. Peer assessment refers to evaluation by one of the team members based on the criteria provided at the end of the topics 2 and 4. In order to calculate the average of the peer assessment, assign scores to each evaluation and calculate their sum average.

The teacher's assessment is based on the test and project evaluations.

C. Test assessment refers to the grades received by the students based on the tests conducted at the end of the course. Each test has different assessments and a total of 25 points.

D. Project assessment consists of 10 criteria. Each criterion is evaluated by the teacher on a scale of 1 to 10, and the results are calculated based on their sum.

A. Calculation method of self-assessment

Topic 1	Topic 3	Topic 5	AVERAGE OF SELF-ASSESSMENT
Points earned **72-100%**	Points earned **42-100%**	Points earned **66-100%**	(1.4 * X+2.4 * X+ 1.52 * X) : 3= …%
1.4 * X= Performance percentage	**2.4 * X =** Performance percentage	**1.52 * X=** Performance percentage	

B. Calculation method of peer-assessment

Topic 2	Topic 4	AVERAGE OF SELF-ASSESSMENT
Points earned **30-100%**	Points earned **54-100%**	(3.34 * X+1.85 * X) : 2= …%
3.34 * X = Performance percentage	**1.85 * X =** Performance percentage	

Method of Calculation for the teacher assessment

C. Test assessment	D. Project assessment
Points earned **25-100%**	Points earned **100-100%**
4 * X= …%	1 * X= …%

C. Test

The test is to be filled in by students at the end of session.

At the end of the training session, the knowledge, skills, and mindset of the students will be evaluated through a test and project performance.

The following skills test shall be used. (**correct answers are highlighted in red**)

1. What 3 improvements do you think could be made in the future to the bicycle shown in the picture below? List three improvements. (**3 points**) *1 point for each correct answer*

Improvement 1:

Improvement 2:

Improvement 3:

2. Assuming that the bicycles of the future will be electrically charged, they will probably have no pedals. Then write down your ideas for other uses for these pedals. (**1 points**)

My idea:

PEDAL

3. Which of the following steps is not related to problem-solving? (**1 point**)

- A.   Define the problem
- B.   Collect information
- C.   Find solution
- D.   Ignore the problem

4. What kind of business do you want to start? Where will this business be located? What are your business goals? (**3 points**) *1 point for each correct answer*

Answer . . . .
. . . .
. . . .
. . . .
. . . .

5. A person working for someone is... (**1 points**)

- A.   Employer
- B.   **Worker**
- C.   Entrepreneur
- D.   Entrepreneurship

6. A person who owns and operates a business and takes associated risks ... (**1 points**)

- A.   Employer
- B.   Worker
- C.   **Entrepreneur**
- D.   Entrepreneurship

7. Number the components of a business plan in the correct order. (**2 points**) *1 point if 4 or less are correctly sorted, 2 points if 5 or more are correctly sorted*

◯ General information- project name, title of the school and team, name of the teacher **1**

◯ Summary of interventions **2**

◯ Mission **3**

◯ Goal and objectives **4**

◯ Target customers **7**

◯ Production/service **5**

◯ Workforce, raw materials and financial resources **6**

◯ Marketing **8**

8. Which of the following is not included in the macro environmental factors that directly affect business?
(**1 points**)

A. Competitors and collaborators
B. Supplier and customer
C. Economy and finances

9. Some business expenses are the same every day, week, or month. These are called……………… Depending on usage, …………expenses vary every day, week or month. (**1 points**)

A. Fixed and variable
B. Permanent, non-permanent
C. Variable, constant

10. A smoke detector is placed in the school building. Which category does this risk management belong to? (**1 points**)

A. Risk transfer
B. Risk reduction
C. Risk mitigation

11. If you fail when doing something or performing a task, do you work harder to take this failure as a challenge?
(**1 points**)

◯ **Yes**
◯ Sometimes
◯ No

12. When you are working on a difficult task, do you keep trying until you find a solution?
(**1 points**)

◯ **Yes**
◯ **Sometimes**
◯ **No**

13. In order to better manage your work:
(**2 points**) *2 points if all are sorted correctly. 1 point if 1 or 2 are sorted correctly*

A. Focus on what others are saying and consider their motivation and particularities **3**
B. I like my own way of doing things **1**
C. I like to collaborate with others and get things done quickly **2**

14. In order to organize and better manage my work:

(**2 points**) *2 points if all are sorted correctly. 1 point if 1 or 2 are sorted correctly*

A. I prefer to try already tested methods. **1**
B. If this method doesn't work, I will find another way and sort it out quickly. **2**
C. I will reflect on how I performed with this task and how I could improve. **3**

15. What would be the first decision to make when anticipating the risk andmeasures to mitigate it?

(**2 points**) *2 points if all are sorted correctly. 1 point if 1 or 2 are sorted correctly*

A. It is important to react quickly and effectively to unexpected events **2**
B. It is important to plan and budget in advance to perform complex tasks **3**
C. It is important to appoint a leader to be accountable for the task **1**

16. Which is the best way to solve a problem?

(**2 points**) *2 points if all are sorted correctly. 1 point if 1 or 2 are sorted correctly*

A. See the big picture rather than focus on small details **2**
B. Follow the plan that was developed by the team **1**
C. Come up with your own creative solution **3**
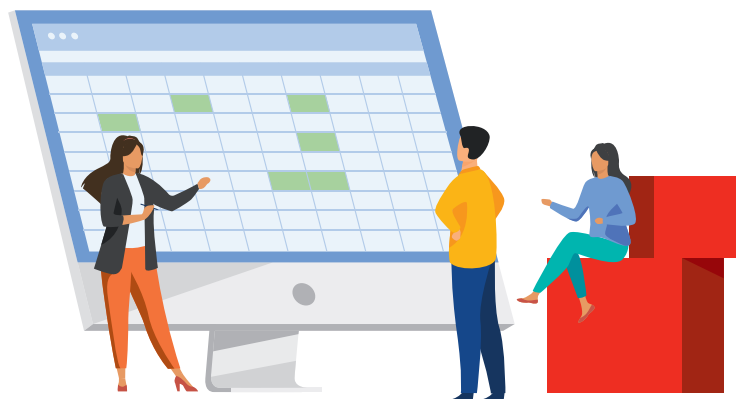
D. Project assessment

The project completed by the students will be assessed according to the following criteria, and the evaluation results of the project will be considered the same for all students in the team.

	CRITERIA	1	2	3	4	5	6	7	8	9	10
1.	The goals of the project are realistic and meet local needs										
2.	The objectives of the project are aligned with the goals										
3.	Project activities are defined according to objectives										
4.	Estimates of financial resources of the project are realistic										
5.	Project costs are correctly estimated										
6.	Project action plan is appropriate										
7.	Project product or service information is clear										
8.	Project activities and implementation tools are compatible with local resources										
9.	Involvement of the organizations cooperating during the project is clear										
10.	Mistakes made during the project development process are not repeated										

Final assessment

The final assessment of the course is calculated by summing up the average of the student's self-assessment and peer assessment, the results of the test at the end of the course, and the evaluation determined by the teacher of the project work.

Calculation method of the final assessment

A Self-assessment average	B Peer-assessment average	C Test results	D Project evaluation	Final assessment
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	

Test

At the beginning and end of the course, students will take a self-assessment test. This is a test where the student assesses their own socio-emotional skills, so there is no evaluation. This is covered at the beginning of the Student Manual (Test 1) and at the end of topic 6 (Test 8).

Observation

During the training, the teacher will use two types of observation sheets to record the progress of students' mindset and skills. This observation is not to evaluate the mindset and skills of the students, but to note how the development of the mindset and skills of the students is manifested through their activities. It is important to define what kind of mindset and skills need to be enhanced in the future by the teacher providing guidance and support. However, in one session, focus more on the mindset and skills relevant to the goals of that particular session rather than on all the skills listed on the observation sheet. This observation is done at each session as while it is important to the process of continuous learning, it doesn't burden the teacher as much as, say, observing 3 skills on some days and 5 on others. It is up to the teacher to choose whom to observe in a particular session.

1. Observation sheet to track student's mindset

	CRITERIA	Needs improvement	Average	Satisfactory	Notes
1.	Define project goals and objectives with multiple options				
2.	Make a realistic decision by weighing the pros and cons of each of the above options against local resources				
3.	Engage in constructive discussions when team members disagree				
4.	Make an effort to complete the project on time				
5.	Listen to others' opinions about the decisions made and actively participate in team decision-making				
6.	Participate in financial planning required for project activities				
7.	Volunteer to undertake a specific tasks based on your skills in project development				
8.	Plan the project activities and use ICT				
9.	Avoid repeating mistakes made during project development				
10.	Define stakeholders to be involved in the project implementation team				
11.	Contribute to the identification of stakeholder engagement and project benefits				
12.	Put yourself in the shoes of the stakeholders and visualize their wishes				

13.	Make others understand the difficulties that may be encountered in the implementation of the project based on real examples				
14.	Seek ways to overcome difficulties, ask others and learn from experiences				
15.	Market the project and persuade others				
16.	Evaluate the project in line with given criteria				
17.	Gather information about customer satisfaction regarding the products or services offered within the project by communicating with different groups of people				
18.	Analyze the collected data using ICT and give explainations of the results				
19.	Make recommendations based on project satisfaction survey results				
20.	Propose multiple options to improve products and services offered within the project				
21.	Explain the advantages and disadvantages of the above proposed options				
22.	Present proposals to business owners to improve the products or services and answer their questions				
23.	Understand the main points of conclusions made by business owners, ask them clarifying questions and get answers				

2. Observation sheet of students' skills

SKILL		COMPONENTS	Needs improvement	Average	Satisfactory	Notes
1. **Get to know yourself**	1.1	Self-confidence				
	1.2	Understanding and defining own emotions				
	1.3	Manage emotions				
	1.4	Manage stress				
	1.5	Realistic self-evaluation Know your advantages and disadvantages				
2. **Recognize social and cultural environment**	2.1	Put yourself in others shoes				
	2.2	Respect different opinions and diversity of people				
	2.3	Respect others and act ethically Do not use inappropriate language about other students' social status, what they are wearing and using etc.				
	2.4	View things from multiple angles				
	2.5	Make ethical decisions and anticipate the results				

3. Creativity and innovation	**3.1**	Identify opportunities				
	3.2	Seek and find new ideas				
	3.3	Evaluate and visualize the opportunities				
	3.4	Define mission				
	3.5	Test the idea				
4. Communica-tion	**4.1**	Listen carefully to others				
	4.2	Ask questions				
	4.3	Understand the answer /Listen carefully to the whole answer/				
	4.4	Express your thoughts clearly to others				
	4.5	Express ideas verbally and non-verbally Use appropriate body language, improve your speaking and writing skills				

5. **Team work**	**5.1**	Define collective goals					
	5.2	Collaborative planning and implementation					
	5.3	Distribution of resources					
	5.4	Accept others' suggestions and give advice to others					
	5.5	Reconcile conflict constructively					
6. **Reflection**	**6.1**	Collect information					
	6.2	Analyze reasons					
	6.3	Adapt					
	6.4	Ethical decision-making /Reflect on what's right and what's wrong and remain reliable/					
	6.5	Reflect/contemplate					

Also, assess the entrepreneurship-related skills each time in the same way as the previous assessment. Remember that it is not possible to assess all students against all criteria on the same day, so the real purpose of progress assessments is to continuously evaluate a small number of students and use additional strategies accordingly.

Entrepreneurship skills should be evaluated against the following criteria.

Needs improvement	Average	Satisfactory	Notes

COURSE STRUCTURE

Entrepreneurship-focused socio-emotional learning involves youth aged 14- 25 who should be classified into the 3 following groups differentiated by age, interests, cognitive features, and training needs:

GROUP 1. STUDENTS OF **8-12** GRADE OF LOCAL GENERAL SECONDARY SCHOOLS

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

GROUP 3. YOUTH AGED **19-25**

Methodology and assessment are not enough to develop the target knowledge, skills, and mindset of the students.Through the structure and organization of the training, it is also possible to develop their communication skills, knowledge of emotional intelligence, time management and understanding of the workplace as well as help them acquire a growth mindset.

The training will be based in local general secondary schools and lifelong learning centers, so the training structure for all groups will be organized as follows:

1. Prepare general secondary schools/Lifelong education centers:

Principals and managers should focus on the following when organizing the entrepreneurship-focused learning activities:

(1) Create an appropriate learning environment, specifically, classrooms and necessary materials for classrooms where students can work together outside usual classroom settings.

(2) Coordinate, manage and record teacher/counsellor time.

(3) Support for non-classroom activities, communication and consultation with relevant organizations.

(4) Supervise and support training activities.

2. During classroom and group sessions:

Training sessions shall be guided by teachers who will do the following:

❯ Create a training schedule, present it to the school management, and make it compatible with the main curriculum schedule.

❯ Organize training according to the schedule, support, advise and assist students in non-classroom activities.

❯ Evaluate and assess the progress of students' project work performance, knowledge, abilities, and mindset and guide them accordingly.

❯ Collect the work created within the projects implemented by the students, present it at the school level, and organize an exhibition.

❯ Support students' team activities, monitor team work and performance, advise, evaluate weekly reports, and provide recommendations.

❯ Collaborate with training advisors and mentors to effectively develop the students, organize training, consult, and provide guidance.

There will be **20-24** students in the training, and 4 students will form each team. The teams will be managed in the form of a **MINI-enterprise** company, and the students of the team will be responsible for the following **"positions"**:

- **OPERATIONS MANAGER**

- **COMMUNICATIONS MANAGER**

- **HUMAN RESOURCES MANAGER**

- **MATERIAL RESOURCES MANAGER**

Each of the **"officials"** of the team will have the following duties, and the following table shows what **KNOWLEDGE**, **SKILLS,** and **MINDSET** they will develop:

POSITION	DUTIES	DEVELOPMENT OF KNOWLEDGE, SKILLS AND MINDSET
TEAM OPERATING MANAGER	• Planning and implementing of the fortnightly activity plan of the team operating manager • Assign the tasks given during the training to the team members, monitor the performance and results of the team • Plan and implement team activities with team members on a fortnightly basis, and monitor performance delays • Write a fortnightly report with the team on the performance and results of the team's work • Present the teacher's evaluation to the team members and include recommendations it in the action plan for the next 2 weeks • Introduce team activities to others	Self-confidence Time management Active listening, asking questions, explaining ideas, and understanding others' ideas

TEAM COMMUNICATIONS MANAGER		
	• Planning and implementing of the fortnightly activity plan of the team communications manager	Express your opinions in oral and written forms
	• Plan and deliver all meeting correspondence related to team members	
	• Schedule meetings with teachers, advisors, and mentors on behalf of team members, and notify the operations manager of the date, time, and location	
	• Schedule the date, time and location of meetings with other teams and notify the operations manager	
	• During the implementation of the project, deliver the official inrelation to the meeting to local organizations, enterprises and citizens, schedule the date, time, and location of the meeting, and notify the operations manager	Envision the common goal
	• Collaborate with other teams' communications managers	
	• Write a fortnightly report on the performance and results of the planned work and present it to the team	
	• Introduce team activities to others	
TEAM HUMAN RESOURCES MANAGER	• Planning and implementing of the fortnightly activity plan of the team HR manager	Plan and organize
	• Keep attendance registration of team members and participation in training	
	• Create a database of team members and maintain regular contact	
	• Make a list of people that the team members need to meet during the execution of the project and give it to the communications manager	
	• Monitor and assist the performance of each team member's training activities	Learn from mistakes
	• Collaborate with HR Managers of other teams	
	• Write a fortnightly report on the performance and results of the planned work and present it to the team	
	• Introduce team activities to others	

	DUTIES	DEVELOPMENT OF KNOWLEDGE, SKILLS AND MINDSET
TEAM MATERIAL RESOURCES MANAGER	• Planning and implementing of the fortnightly activity plan of the team material resources manager • Prepare necessary financial and other materials such as books, manuals, paper • Preparation of classrooms, desks, chairs, and stationery necessary for teamwork, including project work • Prepare necessary materials and tools during project execution (printing, duplicating, copying, etc.) • In case of urgency, present the need for financial resources to the relevant people • Supervise team members to keep clean the learning environment and without any negative effects • Collaborate with material resources managers of other teams • Write a fortnightly report on the performance and results of the planned work and present it to the team • Introduce team activities to others	Take initiative Anticipate unforeseen circumstances and reflect upon them

Teachers/counsellors can make a "contract" with students to be accountable for the above duties. This will give students an opportunity to familiarize themselves with working conditions.

In order to guide the team managers in their continuous efforts to do their jobs well, at the beginning of each training session, the teacher shall ask the teams how their managers are performing, what problems they face and how they are solving them. For example, if a team member does not come to the class on that day, ask the human resources manager why, if there is a lack of necessary materials in the classroom, ask the material resources manager why, if the task is not completed, ask the activity manager the reason, if the students are unaware of when to meet the teacher or haven't schedule an appointment, ask the communication manager to clarify the reason, etc.

In the course of the training, the teacher should observe how team members communicate with each other as they work according to their duties, and accordingly provide necessary recommendations, guidance, and support. Teachers can give tips and ideas to the teams by asking questions and giving advice about how the team distributes the project tasks among themselves and focusing on how these tasks are compatible with the functions of the team member's **"positions"**.

3. At the students' team level:

In the course of the training, the teacher should communicate with the team members in accordance with their duties and responsibilities. Also, teachers need to advise, support, and give suggestions to students who have the same **"position"**.

To make the team work more effectively, we suggest using the following techniques:

1.

Different roles and workloads of team members negatively affects on their mutual understanding. For this reason, students should be asked to discuss and plan team rules, contracts, and work assignments as a team. Explain the need to include performance and progress review activities in the plan. While the teams are working the teacher monitors their activities, checks the rules and distribution of tasks among team members, and tries to take appropriate measures if there are any problems.

2.

Conflict between students can hinder teamwork. Talk to each team member to find out if there is anything they are struggling with while working together or if they have any problems. This case can be used to develop students' problem-solving skills. If this conflict does not seem to be resolved during the training period, the team members can be replaced.

3.

Students often want to work with their friends. During the training, always remind students of the importance of working with people with different attitudes, backgrounds and understandings.

Teams need to plan their work for 14 days, and at the end of 14 days, their performance should be discussed.

COURSE SCHEDULE

Attention to teachers: please use the following table to schedule the lesson!

September is chosen as an example, and the entire training schedule will be made using applications such as Project Planning, Ghant Chart, etc. In this way, the training of Group 1 will last 10 weeks or 2 months, and the training of Groups 2 and 3 will last 4 weeks or 1 month, so the teachers of 3 different groups will have their own schedules. Note that the training schedule states September 8th at 14:00 - 15:20 as an example, and set the time for all training days.

STRUCTURE	SUB-TOPIC	MONTH	SEPTEMBER				
		DAY	7	8	9	10	...
	MY ENTREPRENEURSHIP SKILLS						
1	Classroom	**1.1** Emotions and self-confidence	**80 min**			14:00 – 15:20		
	Non-classroom	Self-assessment	**80 min**					
	Classroom	**1.2** Get to know your collaborator's personality	**80 min**					
	Non-classroom	Self-assessment	**80 min**					
	Classroom	**1.3** Time management	**80 min**					
	Non-classroom	Team planning	**80 min**					
2	INTRODUCTION TO ENTREPRENEURSHIP						
	Classroom	**2.1** What is entrepreneurship?	**120 min**					
	Non-classroom	Self-assessment	**80 min**					
	Classroom	**2.2** Entrepreneurship approaches	**80 min**					
	Non-classroom	Make a poster	**80 min**					
	Classroom	**2.3** Entrepreneurship actors/ stakeholders	**40 min**					

		ENTREPRENEURSHIP NEEDS, OPPORTUNITIES						
3	Classroom	**3.1** Define needs of local community and residents	**80 min**					
	Non-classroom	Observe needs	**80 min**					
	Classroom	**3.2** Recognize different needs	**80 min**					
	Non-classroom	Collect cases	**80 min**					
	Classroom	**3.3** Unveil cases and experiences that meet needs and develop own ideas	**120 min**					
4		DEVELOPING ENTERPRISE PROJECT						
	Classroom	**4.1** Develop entrepreneurship idea, define implementation approaches, opportunities and challenges to be faced	**160 min**					
	Non-classroom	Enterprise project	**80 min**					
	Classroom	**4.2** Financial resources	**120 min**					
	Classroom	**4.3** Business planning	**160 min**					
	Non-classroom	Project business plan	**80 min**					
	Classroom	**4.4** Risks to be considered during the implementation of the project and mitigation measures	**80 min**					

		IMPLEMENTATION AND TESTING OF ENTERPRISE PROJECT							
5	Classroom	**5.1** Structure of the enterprise project implementation	**80 min**						
	Non-classroom	Project implementation and results	**80 min**						
	Classroom	**5.2** Process of enterprise project, and monitoring the outcome	**80 min**						
	Classroom	**5.3** Project evaluation	**120 min**						
6		IMPROVING ENTERPRISE PROJECT							
	Classroom	**6.1** Improve the project	**80 min**						
7		DEVELOPING A NEW PROJECT							
	Classroom	**7.1** Preparing to develop a new project	**80 min**						
	Non-classroom	Developing a new project	**120 min**						
TOTAL	**Classroom**		**1720 min / 43 hours**						
	Non-classroom		**920 min / 23 hours**						

MY ENTREPRENEURIAL SKILLS

Sub-topic 1.1	SELF-AWARENESS AND SELF-EFFICACY

Sub-topic 1.2	RECOGNIZE THE PERSONALITY TRAITS OF ONE'S PEERS

Sub-topic 1.3	TIME MANAGEMENT

TOPIC 1: MY ENTREPRENEURIAL SKILLS

Sub-topic 1.1

SELF-AWARENESS AND SELF-EFFICACY

Objective

In this course, students can develop the following knowledge, skills, and mindset:

- Learn what emotions are and how they work

- Recognize own and others' emotions

- Identify own interests, strengths, weaknesses, working and learning styles, and values

- Develop a belief in one's own power and master the ability to manage it.

The following tools and materials will be used in the session:

- Video-1 about emotions – What are emotions?

- Video-2 about emotions – Let's name the emotions

- Video-3 controlling and managing stress – Stress management

- Student manual

- Flipchart paper

- Markers etc to make notes of the teamwork.

Classroom activitya

80 min

First of all, the teacher introduces **ENTREPRENEURSHIP-FOCUSED SOCIO-EMOTIONAL LEARNING** to the students.

Then the teacher asks the students **to get to know each other**. When doing so, students will be given time to prepare their presentations. The student will introduce his/her class, name, why he/she is interested in this course and what he/she wants to learn. Have all students stand in a line facing each other and give them 30 seconds to introduce themselves to the student opposite them. Students in one row are given **30 seconds** first, and when time is up, the teacher stops them and gives another **30 seconds** to the other students to do self-introduction. The teacher then asks students who they met, which class, why they were interested in the course, and what they wanted to learn.

The teacher's next step is to ask students to fill in **Skills Test 1** in the Student Manual.

ACTIVITY 1

I HAVE A QUESTION

After the presentation, the teacher asks the students how they felt during the **30-second** presentation. Then, the teacher informs them that today's topic is emotions and self-confidence and asks students about their understanding of what emotions are to starts discussion.

After discussion, the teacher displays videos on emotions and discusses afterwards.

Then, the teacher asks students to work on **Exercise 1** of the manual.

ACTIVITY 2

REFLECT ON OWN EMOTIONS

After activity 1, the teacher asks students to select one emotion from **Exercise 1** then proceed to **Exercise 2**.

ACTIVITY 3

CAUSE AND EFFECT, BELIEF SYSTEM

Ask students to detach along the line the image created in **Exercise 2** and exchange images among themselves. Students guess the feelings and emotions of the person created in the image and discuss how they would feel when interacting with this person.

Afterwards, the teacher asks students to continue working on **Exercises 3 and 4**.

ACTIVITY 4

MANAGING EMOTIONS

Now, the teacher asks some students to read out the thoughts they wrote in **Exercise 4** and discuss what other students think, what the consequences might be, and what they should do to avoid them.

Explain that emotions, especially what we call negative emotions, have a negative impact on our activities and relationships, and this is a reason why stress occurs.

Then, the teacher will show the students a video on how to manage their stress.

After the video, the teacher discusses what a stress **"trigger"** is and asks whether this can be controlled and managed. Then the students are asked to proceed to Exercise 5.

After working through Exercise 5, the teacher does the stress-reducing breathing exercises shown in the video together with students, then moves on to the next activity.

ACTIVITY 5

WHAT ARE MY INTERESTS AND WHAT IS APPROPRIATE FOR ME?

The teacher explains the content shown in **Appendix 1**. And after that, ask them to work on the **MY INTERESTS** part of **Test 2** in the student manual. Students put a √ in front of the skill they like, are most interested in, or do best from the **7 sets of skills** shown in **Test 2**, and count how many √ they have at the end of each set and write them in the **"Total"** box.

ACTIVITY 6

REFLECTING ON ACTIONS AND DRAWING A MINDMAP

After working through **Test 2** of the manual, the teacher asks the students if there are any students whose results were different from what they expected, and if so, asks them to explain why they think they were different.

ACTIVITY 7

ENTREPRENEUR IDEA

The teacher asks students to think about what they intend to do in the field of their interest after completing the test, and to come up with a new entrepreneurial idea. In pairs, students are asked to make a list of what they need to learn in order to realize the idea. Students will need to complete **Table 1** of the manual.

ACTIVITY 8

NEW ENTREPRENEURSHIP IDEAS

After completing **Table 1**, invite several students to introduce to others the new entrepreneurial ideas they would like to implement, based on their interests, and what skills they will need to learn to implement their idea.

Before choosing presenters, first ask all students to briefly write down or outline the main points of the presentation are and why they think these are important.

Other students will advise the presenters of what they think should be improved and how.

At the end of the session, the teacher asks the students to complete Exercise 6 of the manual and reflect on their emotions.

The teacher asks the students to complete

Exercises 3, 4, and 5 of the manual. Students will need the teacher's guidance and support as they complete these tests, so please let them know of your availability.

Non-classroom activity

80 min

PREPARING FOR THE NEXT SESSION

Starting from the next session, you will need to observe and evaluate the students' skills during the learning process and apply new strategies accordingly, so you will need to prepare the **Observation sheet**.

As well, please read the "Additional Strategies" section (page -19) of this manual for suggested strategies.
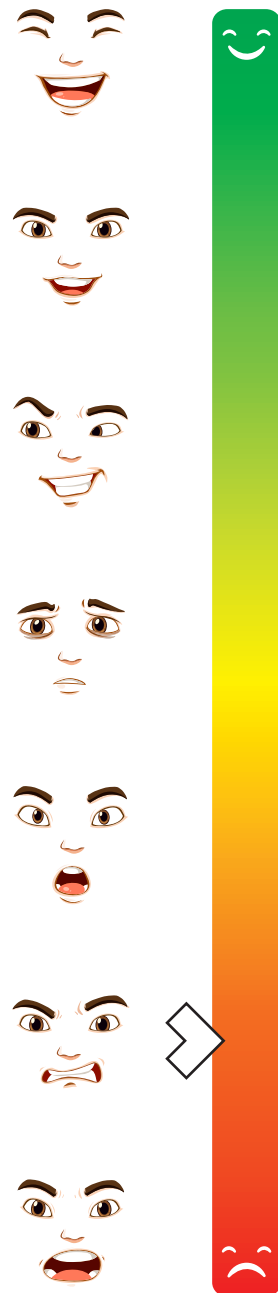
TOPIC 1: MY ENTREPRENEURSHIP SKILLS

Sub-topic 1.2

RECOGNIZE THE PERSONALITY TRAITS OF ONE'S PEERS

Objective

The activities of this sub-topic will develop the following knowledge, skills and mindset of students:

- Build an enterprise team
- Identify the team members' strengths, personalities and values, and seek opportunities to compensate for weaknesses
- Recognize and respect the diversity of different team members, and establish rules for teamwork
- Assign duties based on individual personalities

The following tools and materials will be used in the training:

- Student Manual
- Video 4 – Team effectiveness – about teamwork. Students will search the YouTube video library with keywords outside the classroom and watch at home on their own.
- Flipchart
- A tool for marking team work, such as fiber-tip pen

During the session, the teacher observes the students, notes their skills and emotional expressions, and applies additional learning strategies. The observation sheet is copied from the assessment section of this manual.

Classroom activity

80 min

Before the start of the classroom learning activity, the teacher asks the students to talk to the classmate sitting next to them about how they are feeling today, what is the reason, how yesterday was spent, whether they faced any challenges, how they handled them, etc. and asks them to listen carefully to each other.

ACTIVITY 1

I HAVE A QUESTION?

The teacher will clarify if the students have any questions related to the exercises performed outside the classroom. As well, the teacher invites students to ask questions about suggestions and recommendations that they disagree with.

ACTIVITY 2

MY ENTREPRENEURIAL SKILLS

After that, the teacher asks the students to complete **Test 6** of the manual. After completing the test, the teacher asks the students to record the results of **Tests 2-5 and 6 in Table 2**. Remind them to write a number instead of their name in the **"code"** section of the table. Remind them not to forget this code.

ACTIVITY 3

FORMING A NEW TEAM

The teacher explains that students need to form a team because future training activities will be organized in teams. Explain that as an enterprise team, the overall skills of the team members should match the skills of the **Tests 2-5 and Test 6** as closely as possible. The training activities will be organized in the form of **"stations"**. The teacher will set up 5 **"stations"** in the classroom and place **Table 2** of 4 students at each station.

Students shall visit each station and review the results of their classmates in **Table 2** and select their team members as follows:

1. Consider similar interests, methods and values

2. Team up with a student who has skills that are lacking in your **Test 6** skills

In line with the above criteria, when students choose their team members, the teacher observes and provides additional support if needed.

After the completion of the assigned activity, the teacher asks students to sit with those students whose code was selected. Some students might be selected more than once while others not selected at all. At that stage, the teacher needs to carefully organize the teams.

ACTIVITY 4

IDENTIFY OPPORTUNITIES OF NEW TEAMS

After the teams are formed, the teacher asks them to compare **Test 6** results of each team member, list all their existing entrepreneurial skills and identify skills that need to be developed.

Teacher refers to Table 3 of the manual and explains how team members need to work collectively to fill in **Table 3**.

ACTIVITY 5

WORK AS A NEW TEAM

The teacher congratulates the teams and instructs them to organize themselves as a **Mini-enterprise** company. Team members discuss the features, strengths, interests and values of each team member and create their own logo, name and slogan. They are asked to write the logo and name on flipchart paper and display it on the wall.

ACTIVITY 6

REFLECT ON THE TEAMS AND IDENTIFY FURTHER ACTIONS

Now each team has its own name, logo and slogan. The teacher explains that team members will each hold one of four different positions now they are organized as mini-enterprises.

POSITIONS
OPERATIONS MANAGER
HUMAN RESOURCES MANAGER
MATERIAL RESOURCES MANAGER
COMMUNICATIONS MANAGER

The teacher assigns the students to read and familiarize themselves with **Table 4** of the manual. Team officials are responsible for the following duties:

POSITION	DUTIES
TEAM OPERATING MANAGER	• Planning and implementing the fortnightly activity plan of the team operating manager
	• Assign the tasks given during the training to the team members, monitor the performance and results of the team
	• Plan and implement team activities with team members on a fortnightly basis and monitor performance delays
	• Write a fortnightly report with the team on the performance and results of the team's work
	• Present the teacher's evaluation to the team members and include recommendations in the action plan for the next 2 weeks
	• Introduce team activities to others
TEAM COM-MUNICATIONS MANAGER	• Planning and implementing the fortnightly activity plan of the team communications manager
	• Plan and deliver all meeting correspondence related to team members
	• Schedule meetings with teachers, advisors, and mentors on behalf of team members, and notify the operations manager of the date, time, and location
	• Schedule the date, time and location of meetings with other teams and notify the operations manager
	• During the implementation of the project, deliver the official letter for the meeting local organizations, enterprises and citizens, schedule the date, time, and location of the meeting, and notify the operations manager
	• Collaborate with other teams' communications managers
	• Write a fortnightly report on the performance and results of the planned work and present it to the team
	• Introduce team activities to others

TEAM HUMAN RESOURCES MANAGER	• Planning and implementing the fortnightly activity plan of the team HR manager
	• Register attendance of team members and participation in training
	• Create a database of team members and maintain regular contact
	• Make a list of people that the team members need to meet during the execution of the project and give it to the communications manager
	• Monitor and assist the performance of each team member's training activities
	• Collaborate with HR Managers of other teams
	• Write a fortnightly report on the performance and results of the planned work and present it to the team
	• Introduce team activities to others
TEAM MATERIAL RESOURCES MANAGER	• Planning and implementing the fortnightly activity plan of the team material resources manager
	• Prepare necessary financial and other materials such as books, manuals, paper
	• Prepare classrooms, desks, chairs, and stationery necessary for teamwork, including project work
	• Prepare necessary materials and tools during project execution (printing, duplicating, copying, etc.)
	• In case of urgency, present the need for financial resources to the relevant people
	• Supervise team members to keep the learning environment safe and positive
	• Collaborate with material resources managers of other teams
	• Write a fortnightly report on the performance and results of the planned work and present it to the team
	• Introduce team activities to others

After the teacher familiarizes students with the teams' work schedule, team members discuss and decide between them who will be responsible for which position. In this moment, the teacher suggests that the teams review and use their results from **Tests 2-5 and 7**. The teacher must remind the teams of the following:

≫ All team members must have their voices heard

≫ The team member who is assigned to a certain position should discuss whether he/she agrees with the decision and what support he/she needs from the team.

Teams will then appoint their managers and complete the **Team Manager Appointment and Confirmation** section of the manual.

When filling out the first part, ask the students to nominate their manager. The other managers in the team will fill in what kind of support they will provide to the manager in the performance of his/her duties and sign the confirmation. Finally, the student who is appointed as the manager will sign confirming his/her acceptance of the appointment.

ACTIVITY 7

FINALIZING THE ORGANIZATION OF THE TEAMS

The teacher asks the teams to discuss how they have assigned positions and to present to the others how their team is composed and what their commitments are.

Before making the presentation, the teams are asked to take **5 minutes** to discuss the main idea of the presentation, why it should be presented, and key message that needs to be conveyed to the others. After discussion, teams are asked to give their presentation.

Afterwards, the teacher asks the teams to come up with their own internal rules which should include the following:

- **Team members will always ask each other "why" question without saying the answer is wrong.**

- **Team members will not use rude vocabulary regarding their social status, appearance, clothing and accessories.**

- **If someone struggles to do something, always ask "how can we help you?" questions and support him/her.**

- **It is mandatory to read the section in the manual on "what to consider during teamwork" and to discuss it amongst team members.**

After the teams confirm the rules, they are reminded that they should abide by these rules, and from now on, the team managers will be fully responsible for organizing the training, completing the tasks on time, preparing the classroom, and inviting guests to participate in the training.

At the end of the session, the teacher introduces the non-classroom learning activities and offers support.

Students will need to find from the YouTube ▶ **YouTube** library a video on **"How to create a successful team?** to watch together as a team.

The teacher will advise students to complete this task outside the classroom.

PREPARING FOR THE NEXT SESSION:

Preparation for the next session: in the next session, the teacher will invite officials with the same functions as managers from local organizations to participate in the training.
Teachers need to contact and prepare them in advance.

Since the next class will be held in the computer room, the **material resources** managers will ensure the preparation of the room.
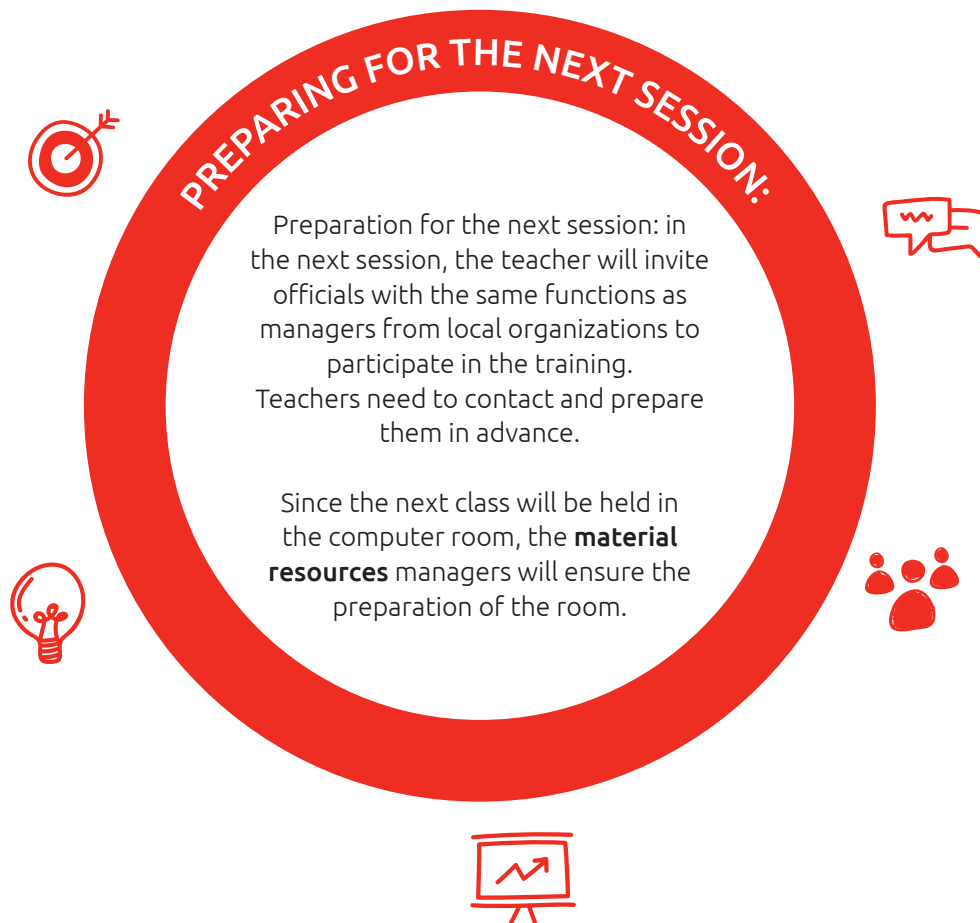
TOPIC 1: MY ENTREPRENEURIAL SKILLS

Sub-topic 1.3

TIME MANAGEMENT

Objective

In this session, students will develop the following knowledge, skills, and mindset:

- Understanding of time management
- Ability to plan and schedule own time realistically, and anticipate the obstacles you will face
- Make a work plan and make efforts

The following tools and materials will be used in the session:

- A copy of the TRAINING SCHEDULE prepared by the teacher (one for each student)
- Computer (one for each student)
- Student Manual
- Flipchart paper
- Tools for marking team work, such as fiber-tip pens (markers)

Don't forget to communicate with the team managers about whether the training is fully prepared before the start of the session!

In this session, it is necessary to invite people who work in similar positions as those in the teams from local public and private organizations. For example, a school training manager, an organization's human resources person, a treasurer, an administrative official, and so on.

Before starting the classroom learning, the teacher asks the students to talk to the student sitting next to them and ask questions about how they are feeling today and why, how yesterday went, whether they faced any challenges, and if so, how did they overcome them, and so on. Ask them to listen carefully to each other's responses.

After this exercise, the teacher explains the importance of time management. See **APPENDIX 2**.

ACTIVITY 1

WHAT DO I DO TO FULFILL MY DUTIES?

The students now have a "position" within their team and are asking themselves: "What should I be doing in my role, and how?". In order to clarify this uncertainty, the teacher asks the teams to discuss these questions and come up with answers.

Then the students will ask questions of the officials who have been invited to the training session about their areas of expertise. For example:

- **What are your daily duties?**

- **How do you engage your staff in active fulfillment of their daily duties?**

- **What are the challenges you face every day?**

- **What are the most common misunderstandings in interpersonal relationships?**

- **How did you creatively solve a problem you have faced?**

- **How do you plan your work?**

Etc.

Students need to take notes during the interview.

ACTIVITY 2

CREATIVELY SOLVING PROBLEMS AND CONFLICTS ENCOUNTERED IN PRACTICE

Next, the teacher forms teams of students with the same position, distributes the training schedule to each team, and asks them to develop a **fortnightly** workplan.

ACTIVITY 3

DEVELOPING A TO-DO LIST

Discuss as a group what needs to be done to complete the tasks on the list. Suggest using **Table 5** of the manual.

WHAT TO DO	HOW TO DO
1.	
2.	
3.	
4.	
5.	
6. . . .	

After each team member completes this table in their manuals,
they return to their bigger group.

ACTIVITY 4

MAKE A PLAN THAT REFLECTS YOUR IDEAS TO BE IMPLEMENTED

Teams now have to prepare their **fortnightly** workplan. Each position-holder envisions what has to be done and how. Once the training schedule and venue is clear, it is easier for teams to plan their respective activities.

The teacher asks the teams to plan using the template in Table 6 in the Student Manual. It should be noted that the planning will include the tasks to be performed by each team member. Students can use more sophisticated tables if they choose. Ask teams to prepare their plans on flipchart paper so they can present to other teams.

ACTIVITY 5

IMPROVING THE PLAN

In order to improve their plans, the teacher asks students to exchange their plans with other teams and ask them for any suggestions for improvement. Teams should discuss proposed recommendations among themselves and incorporate them as they deem necessary.

ACTIVITY 6

REFLECT ON THE IMPLEMENTATION OF THE PLAN

The preparation and understanding of each team member is important to the successful implementation of the improved plans. Therefore, the teacher asks teams to discuss and come to agreement about what they need to prepare in order to implement the plan.

1-2 teams then present their plans to the others and discuss the difficulties they encountered with making their plan.

Before making their presentation, teams are asked to spend about **5 minutes** preparing the main points of the presentation, why it should be presented, and the key message they want to convey to others. When they are finished, ask them to begin their oresentation.

At the end of this session, the teacher asks the students to independently complete the **Topic 1** assessment of the manual and hand it over to the teacher when they have finished.

The teacher will introduce and advise them on the non-classroom activities.

Teams will need to finalize their plans using **MS Excel** program or **Ghant Chart**.

Each team manager will have to work in line with their responsibilities when executing the non-classroom learning activities.

The operations manager will need to assign work to team members, the **human resources manager** will need to ensure student participation, the **material resources manager** will need to prepare classrooms and materials, and the **communications manager** will need to contact the relevant people and schedule meetings with the teacher.

Non-classroom activity

80 min

61

ASSESSMENT OF TOPIC 1

Ask the students to do the self-assessment of the knowledge, skills and mindset acquired through the activities of **Topic 1** according to the following criteria, and then collect the evaluation sheet.

CRITERIA	LEVEL					
	1-Not possessed	2	3	4	5	6-Excellent
1. Identify own skills, interests and values						
2. Get to know your weaknesses						
3. Get to know your strengths						
4. Analyze other people's skills						
5. Express yourself to others						
6. Express yourself calmly when disagreeing with others						
7. Have the work done on time						
8. Plan activities						
9. Find reasons why some planned work fails to be done on time						
10. Put yourself in other people's shoes						
11. Respect diversity of people and opinions						
12. Listen carefully to the questions and give appropriate answers						

Create a database of each student's self-assessment and peer-assessments.

☐ (Total score) * 1.4= ☐ %

INTRODUCTION TO ENTREPRE-NEURSHIP

Sub-topic 2.1	WHAT IS ENTREPRENEURSHIP?
Sub-topic 2.2	ENTREPRENEURSHIP APPROACHES
Sub-topic 2.3	ENTREPRENEURSHIP APPROACHES

TOPIC 2: INTRODUCTION TO ENTREPRENEURSHIP

Sub-topic 2.1

WHAT IS ENTREPRENEURSHIP?

Objective

Under this sub-topic, students will develop the following knowledge, skills and mindset:

- Entrepreneurship basics
- Understanding of business and social entrepreneurship
- Get to know entrepreneurial activities and their composition
- Identify the differences between business and social entrepreneurial skills and features

The following tools and materials will be used in this session:

- About entrepreneurship and entrepreneur
  Presentation 1 – entrepreneurship and the entrepreneur
- About the entrepreneur
  Video 5 – Success story of Chagnaadorj
- About social entrepreneurship
  Video 6 – What is social entrepreneurship?
- About social entrepreneurship
  Video 7 – Magic place
- Student Manual
- Flipchart paper
- A tool for marking team work, such as a fiber-tip pen

Classroom activity | **120 min**

During the session, the teacher observes the students, notes their skills and emotional expressions, and implements additional strategies. The observation sheet can be copied from the evaluation section of this manual.

Also, do not forget to communicate with the team managers about preparing for the training before the start of the session!

Before the start of the classroom learning activity, the teacher asks the students to ask the student sitting next to them how they are feeling today and why, how was yesterday, did they face any challenges and how did they handle them, etc. Remind them to listen carefully to each other's responses.

ACTIVITY 1

I GOT AN ANSWER

The teacher will show students two videos about business and social entrepreneurship and then ask students for their answers to the following questions:

1. **Are the examples shown in these 2 videos both entrepreneurships? Why?**
2. **What are the similarities between these 2 examples?**
3. **What are the differences between these two examples?**
4. **Who were the entrepreneurs in these 2 examples?**

Then the teacher asks the students to complete **Table 7** of the Student Manual together as a group. This will help them see the difference between business and social entrepreneurship. Please refer to **Appendix 3** of the Teacher manual for more details.

The teacher asks one team to present their table to the others. Before presenting, the teams are asked to spend **5 minutes** discussing and agreeing on the main points of the presentation, why it should be presented, and what message they intend to convey to others. The students then proceed with the presentation.

ACTIVITY 2

WHO WERE THE ENTREPRENEURS?

After the introduction, the teacher asks students to read the **"Are All Entrepreneurs the Same?"** topic in the manual.

After reading out the topic, the teacher asks the students to discuss in groups who the two entrepreneurs shown in the video were and what skills they might have had, and then to fill in **Table 8** as a group.

The teams present their table to each other, and after the presentation, discuss **"common skills"** and **"different skills"**, and make a list of consolidated **ENTREPRENEURIAL SKILLS**.

The training will be continued in the next session.

Exercise to reflect upon and manage emotions

1.	What emotions did you have during today's training?
2.	What was the reason for these emotions?
3.	How did you express these emotions?
4.	How did the way you expressed your emotions affect other people?
5.	How did you manage your emotions? Or how did you calm yourself down?
6.	How do you think you can control these emotions in the future?
7.	What was your favorite part of today's session?
8.	What was the area you wanted to learn more about?

At the end of the session, the teacher asks students to do the following exercise and explains non-classroom learning activities.

Each manager will have to work in line with their duties for the implementation of non-classroom activities.

Operations managers assign work to team members, human resources managers ensure participation of students, material resources managers will need to prepare classrooms and materials, and the communications managers will need to contact relevant people and schedule meetings with the teacher. The teacher provides planning support to the teams.

The teacher introduces the topic What is Entrepreneurship? and asks the students to prepare a picture book which should meet the following requirements:

1.
Must be simple to understand for 14-25 youth

2.
Design should be attractive to everyone

3.
Should be designed on a computer

Teams will work according to the plan developed in class.

PREPARING FOR THE NEXT SESSION:

The picture book prepared during non-classroom activities should be ready to be presented in the next session. This is the responsibility of the team's material resources and operations managers.

It is necessary to involve representatives of local entrepreneurs and citizens in the next session. Therefore, team communications managers will need to contact relevant people and invite them to participate in the next session.

TOPIC 2: INTRODUCTION TO ENTREPRENEURSHIP

Sub-topic 2.2

ENTREPRENEURSNIP APPROACHES

Objective

Under this sub-topic, the students will gain the following knowledge, skills, and mindset:

- Means of implementation of entrepreneurship
- Develop a new entrepreneurship idea and define opportunity
- Define business and social entrepreneurship cases in local areas

The following training essentials and aids will be used for this training session:

- The Student Manual
- Flipchart sheets;
- Training necessities & aids such as fiber-tip pens to be used by teams;

During the training, teachers take notes of individual student's skills and emotions using the observation sheets, and tailor strategies to enhance the student's development. A sample observation sheet can be obtained from the assessment section of this manual.

Please remember to meet team managers prior to the start of the training to make sure all the preparatory work has been fully completed!

Representatives of local entrepreneurs, citizens, counsellors, and mentors are invited to the training. They must be present in the classroom before the start of **Activity 4**.

Before the start of the classroom learning activity, the teacher asks the students to ask the student sitting next to them how they are feeling today and why, how was yesterday, did they face any challenges and how did they handle them, etc. Remind them to listen carefully to each other's responses.

The teacher asks the teams to display their finished picture books in the classroom. At the end of the training, students will walk around and look at the books, andl select the best book.

ACTIVITY 1

NEW ENTREPRENEURSHIP IDEAS

The teacher asks the teams to discuss the potential entrepreneurship cases in the soum that are similar to those in the two videos on business and social entrepreneurships. Each team will present a business and a social entrepreneurship case using **Table 9**. If necessary, the teacher show the videos again.

ACTIVITY 2

HOW WILL NEW IDEAS BE IMPLEMENTED IN THE LOCAL AREA?

Then, the teachers ask each team to present its new social and business entrepreneurship cases along with detailed illustrated **mind maps**. The teachers recommends the mind mapping set out in the Student Manual which is applied in as follows:

1. Write down entrepreneurship ideas in a space with **"1"** in the centre of the scheme (e.g. "help elementary school students living in the school dormitory" or "help soum households collect their firewood" etc.;

2. Write down the importance of the idea in a space with **"2"**;

3. Write down beneficiaries or target people in a space with **"3"**;

4. Write down what concerns of the local area or the community will need to be addressed in a space with **"4"**;

5. Write down the resources to be used in a space with **"5"**;

Students set out the mind mapping in this order, then write down all the ideas that come into their minds without judging whether they are right or wrong.

The teams will share their mind map in a Q&A for exchange of views and comments. Prior to their presentations, the teams will spend five minutes preparing the most important point; why the idea(s) needs to be presented; and the main message to be delivered to the others. Then the teams present their ideas and invited individuals share their thoughts and comments on the students' ideas.

At the end of all the presentations, the two best ideas will be selected. The criteria for selection are also discussed.

ACTIVITY 3

IMPROVE NEW IDEAS BASED ON JUDGEMENT

Teachers will challenge the students to improve their entrepreneurship ideas (2 ideas per team) based on the comments and recommendations of the other teams, entrepreneurs, citizens, counsellors, and mentors. Students will work together to complete this assignment.

ACTIVITY 4

CONTEMPLATE NEW IDEAS

Teachers assign students to think about their ideas and then ask each other the questions found in Exercise 7 of the Student Manual.

Following this, the teacher ask the questions, and students select three cases to detail: short-term loss or weakness, and long-term benefit or strength, of the ethically made decisions in the Table, and then present their answers to each other.

Prior to their presentations, the teams have **a five minute** preparation time with a focus on these points: what is the most important point to be made and why; and what impression is to be delivered to the others. After preparing, the teams present their ideas.

Following the team presentations, the teacher will ask students to individually complete **Exercise 8**.

At the end of the class, the teacher present non-classroom activities and if necessary, gives instructions. To undertake the non-classroom activities, the team managers need to perform their duties as assigned; the activity managers distribute tasks to members; the human resource manager ensure participation of the students; the material resource managers prepare classrooms and aids, and the communications managers make appointments for meetings with relevant actors and teachers. The teacher helps the teams to do their planning.

The teams are to prepare posters on the topics: the basics of entrepreneurship, who is an entrepreneur, good entrepreneurship cases in the local area, the influence of emotions on entrepreneurial activity for children and youth in the local area.

Non-classroom activity

80 min

The teams will work in accordance with the planning done in the classroom.

PREPARING FOR THE NEXT SESSION:

Representatives of local business entities and people will need to be invited to the next training.

Thus, **the communications managers** will be given an assignment to contact and invite relevant entities and individuals to the next training session.

TOPIC 2: INTRODUCTION TO ENTREPRENEURSHIP

Sub-topic 2.3

ENTREPRENEURSHIP ACTORS

Objective

Under this sub-topic, the students will gain the following knowledge, skills, and mindset:

- Entrepreneurship actors
- Understanding entrepreneurship actors and their participation, relationship, and collaboration;
- Entrepreneurship actors in specific areas;
- Logically define interrelationships within entrepreneurship actors

The following training necessities and aids will be used for this training session:

- The Student Manual;
- Flipchart sheets;
- Brochures "Made in Mongolia"
- The necessities and aids such as felt-tip pens to be used by the teams;

Classroom activity | **40 min**

During the training, teachers take notes of individual student's skills and emotions using the observation sheets, and tailor strategies to enhance the student's development. A sample observation sheet can be obtained from the assessment section of this manual.

Please remember to meet team managers prior to the start of the training to make sure all the preparatory work has been fully completed!

Representatives of local entrepreneurs, citizens, counsellors, and mentors are invited to the training.

ACTIVITY 1

I HAVE A QUESTION.

Teachers present the session's objective of learning about entrepreneurship actors, then introduce the guest entrepreneurs, councellors, and mentors. The students will be invited to ask questions of them about their business actors, their areas of collaboration, and the challenges they face. Students are also reminded to seek clarification if the answers are not clear and freely express their thoughts and disagree if they wish.

ACTIVITY 2

WHY ARE THE ACTORS IMPORTANT?

Having discussed the importance of actors in entrepreneurship, the teams will choose one local entrepreneurship activity for Exercise 9 in the manual.

ACTIVITY 3

ENTREPRENEURSHIP ACTORS

The students work in teams to discuss and define the actors in the cases shown in the two videos for business and social entrepreneurship.

Teams are be assigned to define the actors and identifying potential options to improve collaboration between the actors in the entrepreneurship ideas developed under the **sub-topic 2.2** above. With this discussion in mind, each team is be asked to prepare a project proposal.

ACTIVITY 4

DEFINE AREAS OF THE ACTORS' INVOLEVEMENT AND COLLABORATION

The teams individually present details from **Table 6** using role play. One student from each team will be an enterprise team manager presenting his/her team's business proposal to other the teams. At the end of the presentations, the teacher will ask the following questions:

1. Who was the best presenter amongst the enterprise teams' managers? Why? and what criteria have been used to make the selection?

2. What skills do the other presenters-managers need to improve?

At the end of training, the teacher asks the students to self-assess using the evaluation under **Topic 2**.

ASSESSMENT OF TOPIC 2

This is a peer assessment which is made by one of the team members. Teachers give instructions on how to evaluate and collect the completed sheet.

CRITERIA	LEVELS					
	1 Not possessed	2	3	4	5	6 Excellent
1. Defining the entrepreneurship idea						
2. Defining ideas for entrepreneurship development and modification						
3. Defining entrepreneurship actors						
4. Understanding and knowledge of the actors and their activities						
5. Defining potential inputs and supports from the entrepreneurship actors						

⬭ **(total score earned)** * 3.34= ⬭ %

TOPIC 3:

ENTREPRENEURSHIP OF NEEDS AND OPPORTUNITIES

Sub-topic 3.1 — IDENTIFYING THE NEEDS OF COMMUNITY MEMBERS, COOPERATIVES, AND GROUPS

Sub-topic 3.2 — ACKNOWLEDGING DIFFERENT NEEDS

Sub-topic 3.3 — DISCOVERING EXPERIENCES THAT MEET NEEDS AND PUTTING IDEAS INTO PRACTICE

TOPIC 3: **INTRODUCTION TO ENTREPRENEURSHIP**

Sub-topic 3.1

IDENTIFYING THE NEEDS OF COMMUNITY MEMBERS, COOPERATIVES, AND GROUPS

Objective

Under this sub-topic, students will gain the following knowledge, skills, and mindset:

- Defining needs of local citizens, cooperatives and communities;

- Recognizing difference between wants and needs;

- Making efforts towards digital literacy, teamworking, commu-nications, contemplating, curiosity, proactiveness, and defining needs;

The following training necessities and aids will be used for this training session:

- The Student Manual;

- Flipchart papers

- Necessities and aids such as felt-tip pens to be used by the teams

Classroom activity | 80 min

During the training, teachers take notes of individual student's skills and emotions using the observation sheets, and tailor strategies to enhance the student's development. A sample observation sheet can be obtained from the assessment section of this manual.

Please remember to meet team managers prior to the start of the training to make sure all the preparatory work has been fully completed!

Before the start of the classroom learning activity, the teacher asks the students to ask the student sitting next to them how they are feeling today and why, how was yesterday, did they face any challenges and how did they handle them, etc. Remind them to listen carefully to each other's responses.

ACTIVITY 1

IS THERE DIFFERENCE BETWEEN WANTS AND NEEDS OF A HUMAN?

Teachers ask the students to do **Exercise 10** in the Student Manual. Teachers and students will discuss the major differences between wants and needs.

A need is the anything that is felt needed. **A want** is a desire to meet a need.

◯ need   🟠 want

candy	Car payment	Sports Equipment	Food	Electricity bill
Rental payment	MP3 player	Travel	DVD player	Make up products
University	Water	Eating fast food	Internet	New clothes
Watch a movie	Drinking coffee	Giving gifts to others	Having a haircut	Drinking juice
Uniforms	Car insurance	Having cable TV	Make a donation	Mobile phone
Bank savings	Playing video games	Pay heating bill	Seeing dentist	Purchasing toys

ACTIVITY 2

WHAT NEEDS AND WANTS DO WE HAVE?

Teachers give the teams homework to study and define the needs of local citizens and communities as a non-classroom activity. So teachers need to remind the teams to start their preparatory work for the needs survey assignment and to obtain permission from local citizens in advance of the survey.

Teachers recommend that students first read **Guidance 1** of the Student Manual and ask teachers for clarification if anything was unclear.

Teachers facilitate and guide the teams in accordance with **Guidance 1**. The teams are advised to prepare a questionnaire using standard survey questionnaire content.

In accordance with **the guidance**, the teams distribute tasks to their members: e.g. which tasks will be done by whom and when, and will have completed detailed teamwork plans (see **Table 10** in the manual).

The activity managers will distribute tasks to members, **the human resources managers** will ensure participation of the students, **the material resources managers** will prepare classrooms, necessities and aids, and **the communications managers** will make appointments with relevant actors and teachers for the survey and then inform team members of appointment dates. They also need to make appointments with teachers for counselling.

ACTIVITY 3

DEFINE NEEDS OF LOCAL CITIZENS AND COMMUNITIES AND THEIR CAUSES

Information and data are collected in accordance with **Guidance 1** in the Student' Manual. Teams then discuss and plan the actions that need to be carried out , who will do them and when, fill in **Table 10** in the manual, and make their teamwork action plans available. Teachers help teams make copies of their questionnaire sheets.

Following the classroom training, the students will collect information using the questionnaires their teams have prepared.

Working in teams, the students will collect information on the needs of local citizens.

Teachers need to help and advise the teams on non-classroom activities. In particular, they need to help students input the information from the questionnaires into **Table 11** on their computers.

PREPARING FOR THE NEXT SESSION:

In the next classroom training, **Table 11** will be used, so must be completed and ready for use. Teachers will remind the teams' material resource managers to prepare and make the materials available at the next training. Moreover, representatives of local business entities and governmental organizations will be invited to the next training. So, teachers will remind the teams' communications managers to contact and invite relevant individuals to the next training session.

The next classroom training will take in a computer classroom, so **the material resource managers** will need to ensure availability of the computer classroom for the next training.

Sub-topic 3.2

ACKNOWLEDGING DIFFERENT NEEDS

Objective

Under this sub-topic, the students will gain the following knowledge, skills, and mindset.

The following training necessities and aids will be used for this training session:

- Define needs of local citizens and communities;

- Acknowledge differences between needs and wants;

- Unveil whether human needs vary depending on factors such as their age, sex, education, and employment;

- Do studies and analyses and share their results;

- Make efforts in digital literacy, teamworking, communications, reflection, curiosity, and creativity to unveil the needs;

- The Student Manual;

- Computers (one computer per a student);

- Flipchart sheets;

- The necessities such as felt-tip pens (markers) to be used by the teams;

Classroom activity | **80 min**

During the training, teachers take notes of individual student's skills and emotions using the observation sheets, and tailor strategies to enhance the student's development. A sample observation sheet can be obtained from the assessment section of this manual.

Please remember to meet team managers prior to the start of the training to make sure all the preparatory work has been fully completed!

Please keep in mind that representatives of local enterprises and governmental organizations are attending the training session.

Teachers ask the following questions about the information collection task for students to respond to:

1. What is the most important thing(s) you have learned from. Collecting the information?

2. Is there anything you think that you could have done better if it were done a bit differently?

3. What task(s) did you do best during the information collection?

4. What part(s) of collecting the inform action was the most exciting or funniest for you?

5. What was the hardest?

6. Which part(s) do you think needs to be improved if you did this task again?

ACTIVITY 1

DEFINE AND REFORMULATE BOTH THE COMMON AND DIFFERENT NEEDS OF LOCAL CITIZENS AND SCHOOLS

After the Q&A, teachers set an assignment for the teams to prepare presentations on answers to the questions below using **Table 11**. The presentations will be prepared in accordance with Guidance 2 in the manual.

1. How many individuals were involved in the survey? Focus on participant representatives (specific groups) rather than numbers of participants.

2. What percent of the participants surveyed were male and what percentage were female? Show the percentages in a circular diagram.

3. What were the percentages of participants in the following age groups: up to **8, 9-13, 14-18, 19-25, 26-35, 36-43, 44-50, 51-60, and 61 above**?

4. What percentage of the survey participants were in these groups: employed people, herders, pensioners, students, and unemployed people?

5. What were the most common needs among the survey participants?

6. Were there any differences between the needs of male and female participants?

7. Do the needs of the survey participants vary according to their age group?

8. Do the survey participants have different needs depending on their type of employment?

9. Do the survey participants have different needs depending on their level of education?

The invited representatives share their comments and recommendations on the teams' presentations. At the end of the presentations, teachers ask the teams to select one common need for discussion.

ACTIVITY 2

DISCUSS POTENTIAL ENTREPRENEURSHIP ACTIONS TO BE UNDERTAKEN IN RESPONSE TO THE COMMON NEEDS OF THE LOCAL AREA

Teachers and students will discuss ideas for potential entrepreneurship actions and their expected results and benefits to be implemented in the local area to address the area's common needs. It is advisable to discuss as many entrepreneurship ideas as possible.

At the end of the training, teachers ask students to do **Exercise 11** as an assignment.

Teachers give the students instructions on non-classroom activities and offer additional advice as necessary.

The teams collect information about the local business entities, enterprises, and communities that meet the most important needs as defined in the previous training. Each team prepare a case using the information they have collected.

The teams are asked to analyze their cases using **Guidance 3** in the Student Manual.

Team managers need to perform their assigned duties in relation to the non-classroom activities.

The activity managers distribute tasks to members, **the human resource managers** ensure participation of the students, **the material resource managers** prepare classrooms, necessities and aids, and **the communications managers** contact and make appointments with relevant actors and teachers and confirm appointment dates and time with their team members.

PREPARING FOR THE NEXT SESSION:

At the next training, each team will present a case which describes how the needs of local citizens are being met.

Teachers will remind the teams to have the results and findings of their non-classroom work ready for presentation at the next training.

TOPIC 3: ENTREPRENEURSHIP NEEDS AND OPPORTUNITIES

Sub-topic 3.3

DISCOVERING EXPERIENCES THAT MEET NEEDS AND PUTTING IDEAS INTO PRACTICE

Objective

By actively participating in the learning activities of this sub-topic, you can develop the following knowledge, skills, and mindset:

- Define entrepreneurship cases that meet local citizens' common needs, along with their strengths and weaknesses;

- Develop innovative entrepreneurship ideas and define opportunities that meet needs;

- Collaborate with others and contemplate;

- Be curious, initiate, and be creative;

The following tools and materials will be used in this training session:

- Business ideas: Video 8: How to find or come up with business idea(s)?

- Bonus video – Develop innovative ideas through teamwork;

- The Student Manual;

- Flipchart sheets;

- Drawing equipment (e.g. coloured & black (graphite) pencils, rulers; coloured markers or highlighters, A4 papers, glue)

- Aids such as felt-tip pens (markers) to be used by teams;

Please remember to meet team managers prior to the start of the training to make sure all the preparatory work completed!

During the training, teachers take notes on individual student's skills and emotions using observation sheets and tailor additional strategies to enhance each student's development. A sample observation sheet can be obtained from the assessment section of this manual.

Before the start of the classroom learning activity, the teacher asks the students to ask the student sitting next to them how they are feeling today and why, how was yesterday, did they face any challenges and how did they handle them, etc. Remind them to listen carefully to each other's responses.

ACTIVITY 1

WHAT ARE THE ENTERPRISES THAT MEET THE ISSUES OF LOCAL SCHOOLS AND NEEDS OF LOCAL CITIZENS IN THE LOCAL AREA?

Teachers ask teams to present examples of an enterprise meeting the common needs of local citizens. In the meantime, teachers remind the teams that team members must rotate who makes presentations.

The presentations need to address the following questions using charts, images, and illustrations on flipchart sheets.

- **WHO and FOR WHAT PURPOSE established/opened the business entity or enterprise?**
- **What type(s) of service and product does the business entity/enterprise deliver? Or WHAT MAIN ACTIVITY (IES) does the entity/enterprise do?**
- **What specifications or advantages does the business have?**
- **Who are its main CUSTOMERS? How does it communicate with its customers?**
- **How does the entity/enterprise DELIVER its product(s) and service (s) to its customers?**

- **What RAW MATERIALS and RESOURCES does the entity/ enterprise use?**
- **What entities, organizations, and individuals do entities / enterprises COLLABORATE WITH?**
- **How does the entity/ enterprise generate INCOME?**
- **What type of activity INCURS the highest EXPENSE?**
- **What staffing does the entity enterprise, community, or cooperative have?**

- **What challenge(s) does the entity, enterprise, or cooperative face?**
- **What strengths and weaknesses does the entity, enterprise, community, or cooperative have in your team's judgement?**

Distribute flipchart sheets and drawing materials to the teams and remind the students to refer to **Appendix 5** in the Student Manual for other questions/cases.

The teams then make their presentations. Teachers remind the students not to be disrespectful by saying things like **"wrong"** and laughing while the teams are making their presentations. Instead, students need to listen and ask **"why"** questions.

ACTIVITY 2

MAKE A LIST OF ENTREPRENEURSHIP IDEAS THAT MEET NEEDS

After the presentations, teachers ask the question **"what innovative activities would your team undertake to meet the needs of local citizens if your team was running the entity?"** and assign them the task of making a list of entrepreneurship ideas. As well, teachers present students with the list of examples in (**Appendix 4**) of this manual.

After discussing this questions, the teams make a list of new ideas that meet the common needs.

ACTIVITY 3

DISCUSS STREHGTHS AND WEAKNESS ES OF EACH ENTERPRISE IDEA

During each team's presentation on entrepreneurship ideas, the other teams listen to the presentation in preparation for filling in **Table 12** in the manual. During the five minute break between each team's presentation, team members jointly fill in Table 12 with comments and recommendations and hand it to the presenting team.

Following presentations and discussions, the teams select the most feasible idea from the ideas recommended by the rest of the teams in **Table 12**.

After this activity, teachers nominate the teams to develop the selected entrepreneurship idea and show the video that discusses how to go about this.

Teachers ask the students questions such as 'what is the main or key message from the video?' 'What are the key areas of focus for developing entrepreneurship ideas? Will you develop the new idea(s) individually or collectively with others? If collectively, what skills should your team have and what passion, approach, and values should your team members have?

In addition, the students have an open discussion of the questions: 'what have you learned from the training?', 'What part(s) was the most interesting?' And what did you find challenging?.

At the end of the training session, teachers ask the students to complete self-assessments sheets oo **Topic 3** and hand them in.

PREPARING FOR THE NEXT SESSION:

The topic for the next training is the development of new ideas and business models. Representatives of local entrepreneurs will be invited to the training. Therefore, the **communications managers** will be asked to contact and invite the relevant people.

ASSESSMENT OF TOPIC 3

The students' knowledge, skills, and mindset on **Topic 3** will be self-assessed in accordance with the following evaluation sheet and the completed sheets will be collected.

Assessment Criteria

CRITERIA	LEVELS					
	1 Not possessed	2	3	4	5	6 Excellent
1. Realistic definition of needs of local citizens and entities and organizations						
2. Analysis of the needs						
3. Recognition of common and different ideas shared by team members in defining needs-based entrepreneurship opportunities						
4. Coming up with entrepreneurship ideas in an ambiguous or unclear situation						
5. Coming up with the most optimal ideas, sharing opinions with others, and clearly expressing yourself						
6. Proper recognition of your own and your team's capacities to implement the entrepreneurship ideas						
7. Understanding on the relevant ethics and codes pertinent to implementation of the entrepreneurship ideas						

⬭ (total points earned) ∗ 2.4= ⬭ %
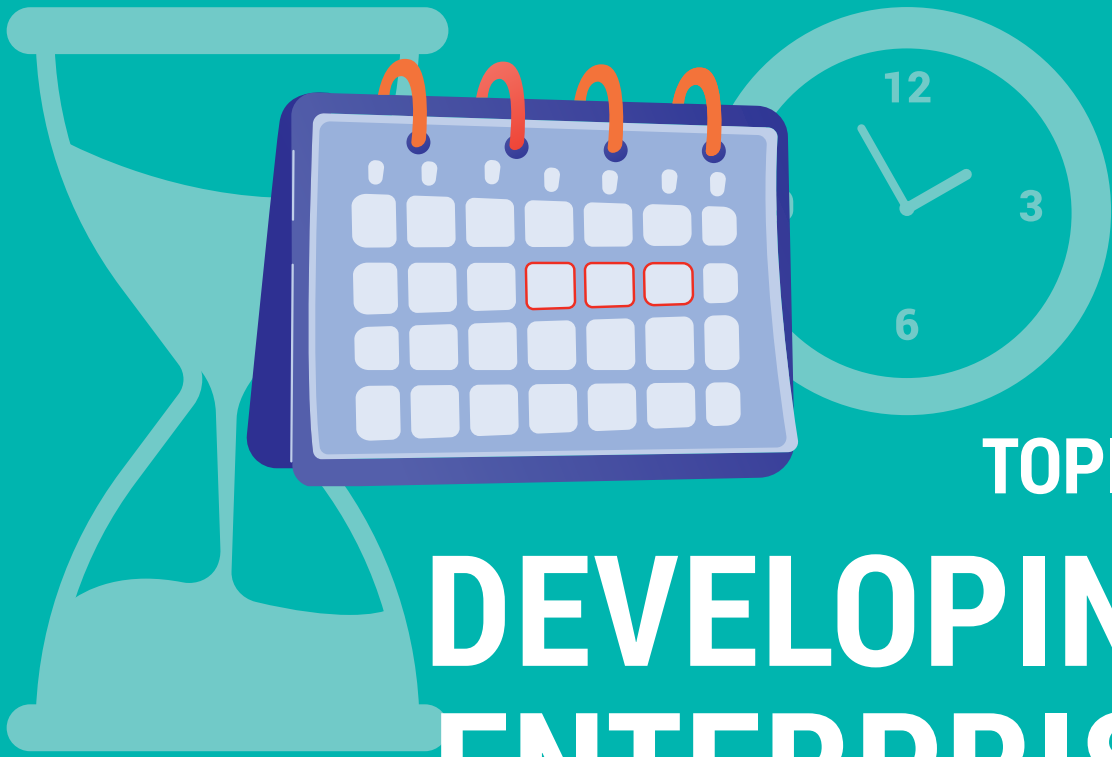
TOPIC 4:

DEVELOPING ENTERPRISE PROJECTS

Sub-topic 4.1	ENTREPRENEURSHIP IDEA DEVELOPMENT AND ITS IMPLEMENTATION METHODS, OPPORTUNITIES, AND OBSTACLES

Sub-topic 4.2	FINANCIAL RESOURCES

Sub-topic 4.3	BUSINESSS PLANNING

Sub-topic 4.4	POTENTIAL RISKS DURING PROJECT IMPLEMENTATION AND MITIGATION MEASURES

TOPIC 4: DEVELOPING ENTERPRISE PROJECTS

Sub-topic 4.1

ENTREPRENEURSHIP IDEA DEVELOPMENT AND ITS IMPLEMENTATION MEANS, OPPORTUNITIES, AND OBSTACLES

Objective

Under this sub-topic, students will gain the following knowledge, skills, and mindset:

- Basics of entrepreneurship
- Seeking opportunities related to needs
- Developing business models
- Defining potential risks and mitigation measures thereof
- Unveiling causes and inter-relationships of issues

The following training necessities and aids will be used for this training session:

- Business models
  Video 9 - Developing a business idea into a business model;
- Business models
  Video 10 – Developing business models
- Business models
  Video 11 – Assessing the environment for business idea implementation
- Business models
  Presentation 2 – Business models
- The Student Manual
- Flipchart sheets;
- Post-it notes and markers;

Please remember to meet team managers prior to the start of the training to make sure all the preparatory work has been fully carried out!

During the training, teachers take notes on individual student's skills and emotions using observation sheets, and tailor additional strategies to enhance each student's development. A sample observation sheet can be obtained from the assessment section of this manual.

Representatives of local entrepreneurs will be invited to the training.

Please keep in mind that this training session continues on from the previous training.

Before the start of the classroom learning activity, the teacher asks the students to ask the student sitting next to them how they are feeling today and why, how was yesterday, did they face any challenges and how did they handle them, etc. Remind them to listen carefully to each other's responses.

ACTIVITY 1

MAPPING A BUSINESS MODEL TO IMPLEMENT AN ENTREPRNEURSHIP IDEA

Teachers ask students to recall and discuss the entrepreneurship ideas defined during the previous training.

Teachers show the students the video reminding them that business models are essential for turning their ideas into enterprise projects.

After the video, teachers and students discuss business models and what components the model were needed in the case of the **"OPEN MIC"** project.

Teachers quiz the students about the components of the business model shown in the video and explain the following figure displayed on the whiteboard.
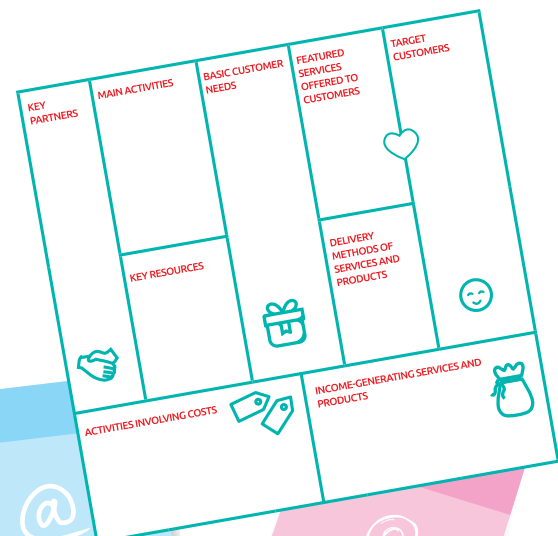
Business model:

Table 8. A BUSINESS MODEL PLATFORM

The **OPEN MIC** project will be undertaken in the school in Tudevtei soum, to reveal and develop students' talent and skills and allow them to leach each other and share their knowledge and experiences. The project's business model aims to meet the students' needs through a participatory approach.

Case

KEY ACTORS	MAIN ACTIVITIES	PRIMARY NEEDS OF CUSTOMER	SPECIAL SERVICE OFFERED TO CUSTOMERS	TARGET CUSTOMERS
• Parents & teachers • School graduates • Local authorities • Business coaches & mentors • Other supporting entities	• School and other news and information • Interviews and counselling • Survey to define and unveil needs	• Useful and interesting news and information for students	• Monday presentations • Tuesday songs • Wednesday verses & poems • Thursday stories •Friday dances	• School children • School teachers and employees
	MAIN RESOURCE • Studio • Volunteer reports & correspondence • Tools and devices		**MEANS OF DELIVERY OF SERVICES & PRODUCTS** • The school's media outlets and chats; • The soum's media material; • The school's bulletin board	

THE ACTIVITIES INCURRING EXPENSES	INCOME GENERATING SERVICES & PRODUCTS
• Equipment and procurement • Material resources and procurement • Internet & credits for phone; • Other;	• Lecture tickets; • Coffee serving; • Training on singing & dancing; • Paid programs on mass media;

After revising details in the table above, teachers give the teams an assignment to prepare their business models with the ideas they have defined.

Team members jointly develop their business models and map them on flipchart sheets like the business model shown in the video.

Teachers help and advise the teams to develop their business models, and the invited local entrepreneurs are asked to to do the same.

When the teams have developed their models, they present them to the other teams and local entrepreneurs are invited to comment. During the presentations, teachers monitor that teams are listening and taking notes, and if necessary facilitate them to do so.

At the end of the presentations and exchange of views and comments, the teams work on making improvements to their models.

ACTIVITY 2

SEEKING OPPORTUNITIES TO IMPLEMENT BUSINESS MODELS

After the business models are improved, the teachers and students discuss the feasibility of implementing the business model in the local area and potential impacts of the soum environment on its implementation.

Then teachers show the next video to the students and discuss what they learned from it, what they did not learn, and what section(s) seemed to be challenging.

Next, the teachers suggest that students read **Guidance 4** in the Student Manual and explain how to apply it to assess the feasibility of implementing their business models. Teams are given 4 coloured **(yellow, pink, green, & blue)** post-it notes.

Firstly, students read the guidance and teachers provide additional clarification if the students have questions.

Then, the teachers the students to do the assignment suggested using their knowledge, skills and mindset gained from the previous trainings.

Non-classroom activity | **80 min**

Team members will jointly do **Exercise 11** in the Student Manual.

ACTIVITY 3

PRESENTING OPPORTUNITIES TO IMPLEMENT BUSINESS MODELS

After the teams finish their mapping, the teachers discuss the skills the teams will need to implement their business models. At the same time, the local entrepreneurs can add their comments and advice to the discussion.

At the end of the day's session, the teachers remind the teams to do **Exercise 11** in the Student Manual for their non-classroom activity adding further instructions, if necessary.

PREPARING FOR THE NEXT SESSION:

At the next training session, financial resources will be discussed, so teachers need to ask the teams to find and bring along some leaflets and brochures on loan products that banks distribute to the public free of charge.

Sub-project 4.2

FINANCIAL RESOURCE

Objective

Under this sub-topic, the students will gain the following knowledge, skills, and mindset:

- Basics on money, income and expense, loans, products, services, and financial institutions;

- Calculation and distribution of financial resources;

- Follow up financial rules and procedures;

- Careful listening, and obtaining comments and recommendations from others through asking questions and reflecting on the answers;

- Explaining own ideas and expressing own views;

The following necessities and aids will be used for this training session:

- The Student Manual;

- Basics of finance
  Video 12 – Knowledge of finance: products and services

- Basics of finance
  Video 13 – Budget

- Basics of finance
  Video 14 – Non-Banking and financial institutions

- Soum Development Fund
  Video 15 – Soum Development Fund's loan

- Small and Medium Enterprise (SME) Support Fund
  Video 16 – SME Support Fund's loan

- Basics of money and finance
  Presentation 3 – money and income

- Basics of money and finance
  Presentation 4 – Expenses and savings

- Basics of money and finance
  Presentation 5 - Loans

- Bank leaflets and brochures

- Flipchart sheets

- Markers, etc.

Classroom training activity | **120 min**

During the training, teachers take notes on individual student's skills and emotions using observation sheets and tailor additional strategies to enhance each student's development. A sample observation sheet can be obtained from the assessment section of this manual.

Please remember to meet team managers prior to the start of the training to make sure all the preparatory works has been fully completed!

Before the start of the classroom learning activity, the teacher requests students to ask the student sitting next to them how they are feeling today and why, how was yesterday, did they face any challenges and how did they handle them, etc. Remind them to listen carefully to each other's responses.

ACTIVITY 1

WHAT ARE FINANCIAL RESOURCES?

Teachers will get to know and assess the students' perception of money and financial operating by asking the following questions:

1. **What are money, income, and expenses?**
2. **Where could you find the money to implement a project?**
3. **Loans, rental payments and financial institution**

Following the questions and answers, the teachers and students watch the videos on finance and discuss what the students have learned and what they haven't understood from them, and provide clarification accordingly.

ACTIVITY 2

FINANCIAL OPPORTUNITIES

The teachers and teams discuss feasible financial opportunities (funding sources) and potential fundraising for their projects, including the following options:

- **Own savings;**
- **Bank loans;**
- **Leasing;**
- **Donations or contributions by parents, brothers and sisters, relatives, and friends;**
- **Special Funds' loans;**
- **Dividends from securities and shares purchased,** etc.

Teachers deliver a presentation on financial institutions, including the videos on SME Support and Soum Development Funds, in order to give and overview of the financial institutions and funds that disburse funding for business ventures. The brochures on local bank loan products can provide additional information.

ACTIVITY 3

DEFINING FINANCIAL OPPORTUNITIES

Following the teacher's presentation, the team members discuss and define the potential financial institution(s) that could provide a loan for their project while also considering how their project proposal meets the requirements of the financial institutions and funds the teacher talked about.

Teachers and students then discuss the strengths and weaknesses of the funding sources each team has chosen, with a focus on the following statements:

- Although they offer similar types of products and services, financial institutions usually stipulate different service conditions, fees and rates. Therefore, a final decision about accessing a loan should be made after detailed comparisons between them;

- Access to digital banking services **such as** ATMs, online banking, mobile banking and message banking services are being widely put into practice.

- Discuss digital money or currency (e.g. CANDY payments of Mobicom LLC) and their uses in trade.

ACTIVITY 4

CALCULATE THE EXPENSES OF PROJECT ACTIVITIES AND TOTAL PROJECT FUNDING

Teachers recommend that teams read additional details in their manual to get to know more about how to estimate the costs of their proposed projects.

Next, teachers list and discuss the following costs.

Salaries or wages of employees, raw material costs, stationery costs, loan interest payments, salaries of sales persons, utility costs including space rental, electricity and water usage payments, equipment costs, phone or telecommunications payments, land rent, transportation costs, etc.

After this, the teams are be given an assignment to estimate costs in the following case.

CASE: Estimate the costs of a local small bakery with the capacity to produce 10 loaves of bread a day.

Teachers suggest that teams estimate the costs of this case using **Table 13** in the manual.

ACTIVITY 5

IS IT POSSIBLE TO MINIMISE OR REDUCE THE COSTS OF THE PROJECT?

Teachers ask the teams to present their cost estimates to each other and then compare differences in their cost estimates. Teams then analyse the factors that have led to the differences and discuss cost effective options. After all these discussions, the teams are asked to select the team that has estimated the most realistic costs. Their estimate is put up on the whiteboard for all to study.

Then teachers asks all team members to work together to improve their cost estimates.
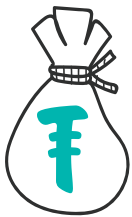
ACTIVITY 6

MY UNDERSTANDING OF FINANCE

Teachers recommend that students contemplate what they have learned from today's training session while working on **Exercise 12** in the manual.

ACTIVITY 7

THE TEAMS' REFLECTIONS

The teams are asked to reflect on, assess, and present their financial planning responses to the questions: how did the team do its financial planning; what was the team able to do best; what challenges did the team face, what skills did the team lack during the planning, and what is the team planning to learn better for the future.

1)

The need to grow the business

➢As society evolves, new needs are growing
➢To avoid being excluded from the market, the business should be regularly developed
➢Funding and financial resources required for the business growth

2)

Funding resources

Indicator	Loan	Investment
Business related decision making	100% owner oneself	Making decisions together
Criteria	- With business experiences - Evidence of income - With collateral	- Business plan; - Profitability;
Risk-taking	100% oneself	- Work together
Profit allocation	- 100% oneself - Pay interest on the loan	- Divide the profit by the amount of capital invested
The amount of funding	- Usually depends on the bank's criteria. Low value	- Can get the required funding

3)

Ways to raise money

Forms of raising money	Advantages	Weaknesses
ceiving money from parents, nily members, relatives and ends	No-interest	Doesn't always have money
m accumulated profit	No-interest	Time will be lost if investment plans are made after saving a profit
oject	- No repayment - No interest	Has a specific purpose
oject	- No repayment - No interest	Has a specific purpose
nk loan	- Accessible	Available to be provided according to the standard
curities market	Can raise a big amount of money	Only large and well-known

4)

What is a loan?

• A loan is cash that you receive from others to meet your personal needs or business needs, with the condition of repayment, with a specified interest rate, and within a particular timeline.

5)

Loan

A bank is a financial intermediary. The role of the bank is:
• To collect surplus money in society
• To lend it to borrowers
• To manage and regulate the national payment system

Banking law

6)

Loan

Loans are necessary for both individuals and companies.
• As society evolves, new needs are growing
• To avoid being excluded from the market, the business should be regularly developed
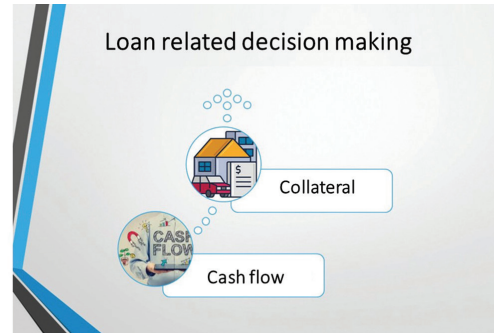• Funding and financial resources required for the business growth

7)

Loan and its types

Purpose
- Current asset
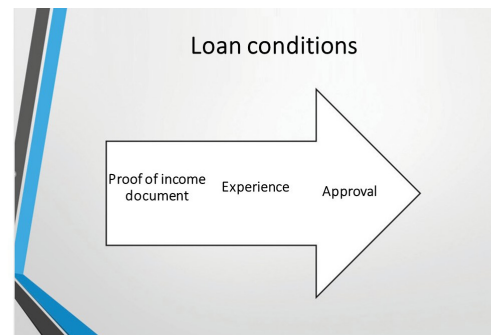- Investment
- Project loan
- Salary loan and pension loan
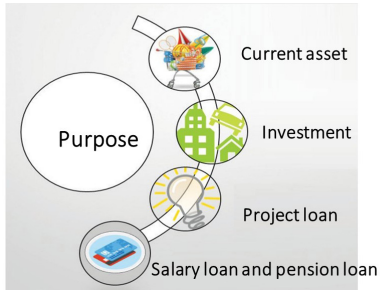
8)

Loan related decision making

- Collateral
- Cash flow

9)

Loan conditions

Loan terms conditions	Loan terms
Size	With a specific objective
Time	With a particular size
Interest	With specific timeline
Loan repayment schedule	With a interest
Loan repayment sources	The source of loan repayment is the income from the activity for which the loan was intended

10)

Loan conditions

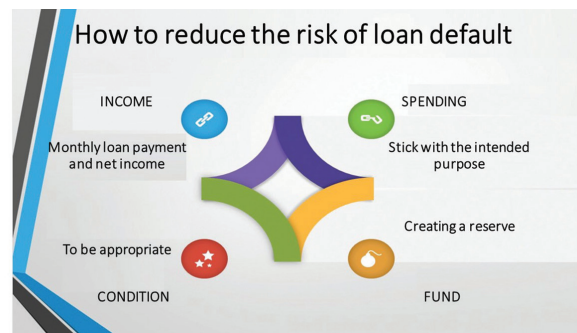Proof of income document   Experience   Approval
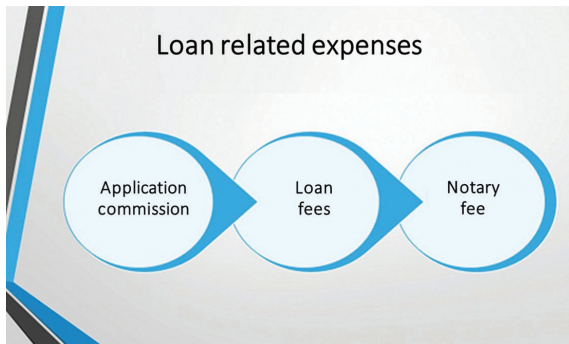
11)

Loan database

- It includes borrower loan information held by the Central Bank of Mongolia and loan information service providers

12)

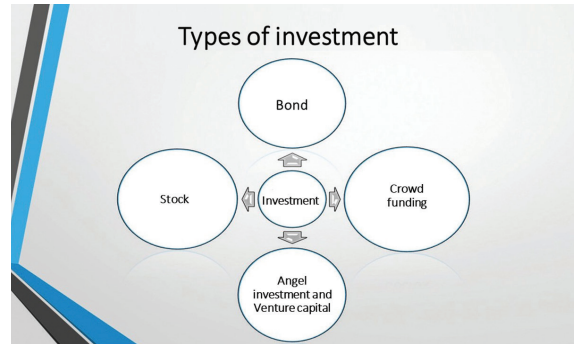### How to reduce the risk of loan default

- INCOME — Monthly loan payment and net income
- SPENDING — Stick with the intended purpose
- CONDITION — To be appropriate
- FUND — Creating a reserve

13)

Loan related expenses

Application commission → Loan fees → Notary fee

14)

Types of investment

Bond
Stock — Investment — Crowd funding
Angel investment and Venture capital

15)

Investment features

Indicator	Bonds	Stocks	Venture capital	Crowd funding
Definition	A security certifies that a certain amount of money has been borrowed at a certain interest rate for a certain period of time.	A security that certify the ownership of shares in the company's capital and dividends.	Invests in science works and innovations	Done by the public and on a voluntary basis
Repayment	Repayment is required	Repayment is not required	Optional	Optional
Risk	Taking collateral first.	Receiving dividends after the company's debt obligations have been resolved.	High risk	Very high risk

16)

Funding opportunities

- Youth employment promotion program and Start up business promotion program (Labor Department)
- Program to support self-employed people and individuals to establish cooperatives and companies (Labor Department)
- Microcredit program for employment promotion (Labor Department)
- Employment promotion program of herders (Labor Department)
- Employment promotion program for people with disabilities
- Small and medium enterprise development fund (SME Department)
- Loan guarantee fund (SME Department)
- Agriculture fund (Agriculture Department)
- Soum development fund (Soum government)
- Local development fund (Aimag government)
- Fundraising events
- Shark tank
- Other projects and programs

TOPIC 4: DEVELOPING AN ENTERPRISE PROJECT

Sub-Project 4.3

BUSINESS PLANNING

Objective

Under this sub-topic, the following knowledge, skills and mindset will be delivered to the students:

- Basics of business planning;

- Define business goals & objectives, resources and activities, prepare a business plan;

- Use information technology tools for preparing business plans

- Planning, organizing, maintaining resources and opportunities, receive comments and recommendations, and solving violations effectively.

The following necessities and aids will be used for this training session:

- The Student Manual

- Business Plan
  Presentation 6 – Business Plan

- Business Plan and Business Planning
  Video 17 – Business Plan and Business Planning

- Flipchart sheets, different coloured makers

During the training, teachers will take notes on individual student's skills and emotions using observation sheets and tailor additional strategies to enhance each student's development. A sample observation sheet can be obtained from the assessment section of this manual.

Please remember to meet team managers prior to the start of the training to make sure all the preparatory work has been fully completed!

Classroom training activity

160 min

Before the start of the classroom learning activity, the teacher invites the students to ask the student sitting next to them how they are feeling today and why, how was yesterday, did they face any challenges and how did they handle them, etc. Remind them to listen carefully to each other's responses.

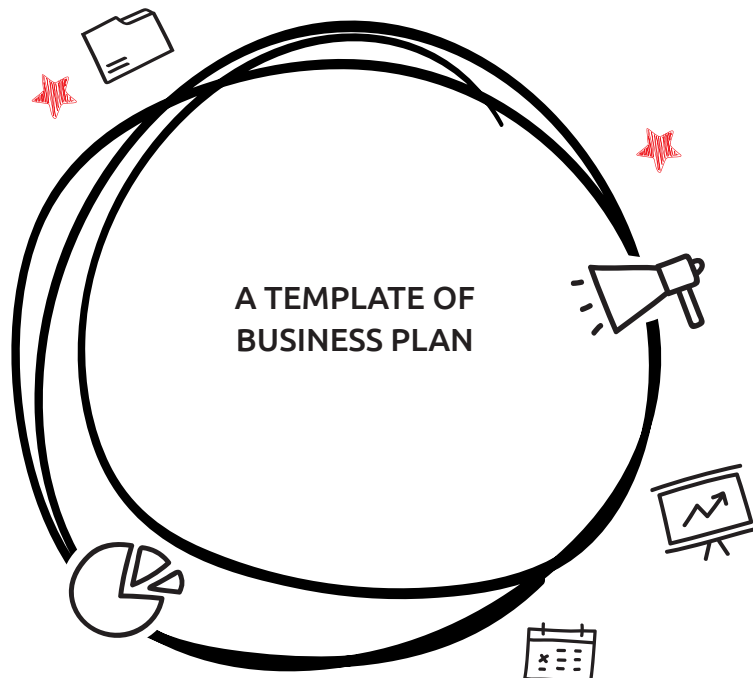**ACTIVITY 1**

WHAT IS A BUSINESS PLAN?

Teachers discuss "what is a business plan?" with the students.

Following this, teachers gives a presentation on business plans and asks if there are any points in the presentation that students need clarified.

ACTIVITY 2

UNDERSTANDING A BUSINESS PLAN TEMPLATE AND ITS STRUCTURE

Then, teachers suggest that students refer to the business plan template and case in **Table 13** in the Student Manual and ask students if they have any questions about it.

A TEMPLATE OF BUSINESS PLAN

A TEMPLATE OF BUSINESS PLAN

BUSINESS PLAN	NOTES
1. PROJECT SUMMARY	• The project summary presents issues related to the proposed product/service, namely, the current status, the solution(s) or option(s) proposed by the team, and the market brief; in other words, it summarizes what needs exist, who the customers are, what growth is expected, and whether this project is replicable in other soums or local areas.
2. PROJECT GOAL AND OBJECTIVES	• This section describes their goal and objectives (a maximum of three objectives) and how they are consistent with the goals and priorities of the soum or local area's development and economic sectors.
3. PRODUCT(S) AND SERVICE(S)	• This section explains in detail the project's product(s) and service(s) including their differences from existing similar products or services in the local area.
4. REQUIRED RESOURCES AND RAW MATERIALS FOR THE PROJECT IMPLEMENTATION	• This section presents a list of requirements and their accessibility – that is, whether the resources are available in the local market.
5. MARKET ANALYSIS AND RESEARCH	• This section details the customers for the product/service and target customers, their ages and needs, existing similar businesses and competitors in the local area, availability of market surveys, impressions of the target customers towards the project, the methodology(ies) applied for the market survey, etc.
6. MARKETING STRATEGY	• Section 6 details the proposed product/service prices, whether they will be higher or lower than that of other similar businesses in the local area, how the product/service will be delivered to local customers, whether the product/service will offer any discounts or bonuses, the marketing that will be applied, etc.

ACTIVITY 3

DEVELOPING A BUSINESS PLAN

After the students have been presented with business plan templates and cases, the teacher assigns the students to prepare their projects' business plans in accordance with **Guidance 5** in the Student Manual. The teams will have their work plans on hand to help prepare the business plan.
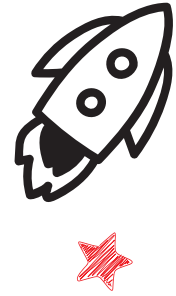
For the assignment, the teams will define and distribute tasks to their members in accordance with **Table 13**.

At the end of the training session, teachers present non-classroom activities to the students and provide additional instructions as necessary.

Non-classroom activity

80 min

Once they have completed their draft business plans, the teams will present them to local entrepreneurs, business people, and professionals for comment and advice in order to make improvements. These efforts will be assisted by the teachers.

PREPARING FOR THE NEXT SESSION:

In the next training session, the teams will present their business plans. So, the teams need to prepare for this presentation and to compile all the necessary details into their presentations.

In addition, representatives of local entrepreneurs and business people will be invited to the session, so the teams' **communications managers** need to contact and invite these individuals to the training.

TOPIC 4: DEVELOPING AN ENTERPRISE PROJECT

Sub-topic 4.4

POTENTIAL RISKS DURING PROJECT IMPLEMENTATION AND MITIGATION MEASURES

Objective

Under this sub-topic, the following knowledge, skills and mindset shall be delivered to the students:

- Pre-define potential risks that may be incurred during the project implementation;
- Define mitigation measures and ways to overcome risks;
- Teamworking and thinking creatively;
- Being curious and taking initiative (pro-active)

The following necessities and aids will be used for this training session:

- Financial risks: Presentation 7 – Risk and insurance
- The Student Manual
- Risk Video 18 – What is risk?

During the training, teachers take notes on individual student's skills and emotions using observation sheets and tailor additional strategies to enhance each student's development. A sample observation sheet can be obtained from the assessment section of this manual.

Please remember to meet team managers prior to the start of the training to make sure all the preparatory work is completed!

Representatives of local entrepreneurs and business people will be invited to this training session.

Classroom training activiy

80 min

Before the start of the classroom learning activity, the teacher invites the students to ask the student sitting next to them how they are feeling today and why, how was yesterday, did they face any challenges and how did they handle them, etc. Remind them to listen carefully to each other's responses.

ACTIVITY 1

I HAVE A QUESTION.

Teachers discuss with students the actual and potential risks within their living and studying environments and measures to mitigate them.

After questions and answers, the teacher shows the video on risk to the students and discusses more about risk afterwards.

ACTIVITY 2

STORIES OF RISK CASES

Teachers ask the teams about actual and potential risks that could arise during project implementation, and then invites the guest entrepreneurs and business people to share their experiences of risks they have faced, their mitigation measures and the impacts of risks on their businesses.

ACTIVITY 3

PREDICT RISKS

Teachers then ask the teams to list the actual and potential risks that may be incurred during project implementation.

The following risks may be incurred, for instance, by the milk product making project during its implementation:

- WEATHER RELATED RISKS

- RAW MATERIAL AND EQUIPMENT/ TOOLS RELATED RISKS:THE RISKS MAY BE INCURRED DUE TO FACTORS SUCH AS UNAVAIBILITY AT THE LOCAL MARKETS OR INTERRUPTIONS TO THEIR SUPPLIES IN THE LOCAL AREA;

- COVID RELATED GUARANTEE AND RESTRICTIONS RISKS

Students are be advised to see **Table 14** in the manual for a risk analysis template and example.

Following the risk analysis, a discussion on ways to overcome risks will be held using mapping, graphs and tabulated formats. The discussion will be led by teachers.

After the discussion, teachers give the teams an assignment to prepare a risk mitigation plan as their non-classroom activity. Teams will need prepare well for this non-classroom activity as follows.
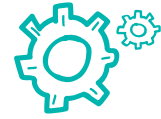
The non-classroom training activity will need the teams' managers to carry out their duties as assigned.

The activity managers will distribute tasks to team members, the **human resources managers** will ensure participation of the students, **the material resource managers** will prepare classrooms, necessities and aids, and **the communications managers** will contact and make appointments with relevant actors and teachers.

At the end of the training session, teachers will ask the students to do **Exercise 13** in their manual.

PREPARING FOR THE NEXT SESSION:

For the next training session, representatives of local entrepreneurs and business people will be invited to attend the session, so the teams' **communications managers** need to contact and invite them to the training.

The next training will be held in the computer classroom, so the **material resources managers** will need to ensure the availability of the classroom.

ASSESSMENT OF TOPIC 4

This is a peer assessment is made by one of the team members. Teachers will give instructions on how to evaluate and collect the completed sheet.

CRITERIA	LEVELS					
	1 Not possessed	2	3	4	5	6 Excellent
1. Defining goal and objectives of project 1 with some alternative options;						
2. Comparing strengths and weaknesses of each above option against the local area's resources before making concrete decisions;						
3. Having a productive discussion within the teams when team members disagreed;						
4. Making efforts to implement project 1 within the planned timeline;						
5. Listening to others' comments and thoughts with regard to the decisions made and active participation in the team's decision making;						
6. Constructive participation in financial planning of the project 1;						
7. Proposal for undertaking specific tasks during the project 1 development based on his/her skills and experiences						
8. Activity planning of the project 1 and using information & communications technology						
9. Avoidance of repeating mistakes made during the project 1 development						

( ) (total points earned) * 1.85=( ) %

TOPIC 5:

IMPLEMENTATION AND MONITORING OF THE ENTERPRISE PROJECTS

Sub-topic 5.1	ARRANGEMENTS FOR THE ENTERPRISE PROJECT IMPLEMENTATION
Sub-topic 5.2	PROCESS OF THE ENTERPRISE PROJECT AND ANTICIPATING RESULTS
Sub-topic 5.3	PROJECT EVALUATION

TOPIC 5: IMPLEMENTATION AND MONITORING OF THE ENTERPRISE PROJECTS

Sub-topic 5.1

ARRANGEMENTS FOR IMPLEMENTATION OF THE ENTERPRISE PROJECT

Objective

Under this sub-topic, the following knowledge, skills and mindset shall be delivered to the students:

- Proper distribution of the required resources needed for the project implementation

- Analysis of local entrepreneurship activities

- Define means of entrepreneurship implementation

- Teamwork, communicating, & reflecting;

- Understanding the area's social and cultural aspects of entrepreneurship

- Being creative and taking initiative;

The following necessities and aids will be used for this training session:

- Computers (one computer per a student)

- Cell phones able to record interviews and take photos (at least one per team)

- Flipchart sheets (to be used during teamworking)

- Pens/pencils: 4 different colours

During the training, teachers take notes on individual student's skills and emotions using observation sheets and tailor additional strategies to enhance each student's development. A sample observation sheet can be obtained from the assessment section of this manual.

Please remember to meet team managers prior to the start of the training to make sure all the preparatory work has been completed!

Representatives of local entrepreneurs and business people will be invited to the training session.

Before the start of the classroom learning activity, the teacher invites the students to ask the student sitting next to them how they are feeling today and why, how was yesterday, did they face any challenges and how did they handle them, etc. Remind them to listen carefully to each other's responses.

The purpose of this classroom training session is to reinforce the basics of enterprise by enabling students to analyze local entrepreneurship activities and customers' needs, and to provide overall guidance for carrying out non-classroom training activities that strengthen understanding and motivate students to engage in entrepreneurship activities.

ACTIVITY 1

WHAT IS AN ENABLING ENVIRONMENT FOR IMPLEMENTATION OF AN ENTERPRISE PROJECT?

Teachers ask the students about the legal and regulatory framework for the implementation of their team projects in the local area.

The students have an intra-team discussion on this topic. Teachers will also ask local entrepreneurs and business people attending to brief the students on the local legal and regulatory framework including environmental and occupational health and safety laws and regulations.

The teams are then asked to map follow-up actions on the laws and regulations that will affect their entrepreneurship project during implementation. The teams will produce a map in **picture book** style using images and icons.

The teams demonstrate their maps to other students and local entrepreneurs and business people for comment.

ACTIVITY 2

CONTEMPLATION OF THE SITUATION AND ITS CHALLENGES

Following the presentation and comments on their mapping, the students will need to explore the challenges and difficulties that similar local businesses and enterprises face in practice.

Accordingly, teachers give students a non-classroom assignment **"To meet local entrepreneurs and business people and to get to know what challenges they face in practice"** The information and data is to be collected as follows:

1. ACTOR-RELATED CHALLENGES AND CONSTRAINTS

2. BUSINESS ACTIVITY-RELATED CHALLENGES

3. CUSTOMER-RELATED CHALLENGES AND CONSTRAINTS

4. ENTREPRENEUR AND HUMAN RESOURCES= .RELATED CHALLENGES AND CONSTRAINTS

Once they have defined the four types of challenges and constraints, the teams will unveil why these challenges and constraints exist and their weaknesses by evaluating and making judgements in the areas below:

I.	Development history started from its establishment until today: how and in what way;
II.	Internal arrangements and activities, planning, timeline, and skills of employees of the entities;
III.	Customers' or consumers' satisfaction with the products and services delivered by the entities;

Teams will base their data and information collection from local enterprises and businesses on the models and templates in the manual:

QUESTIONS   **SATISFACTION**
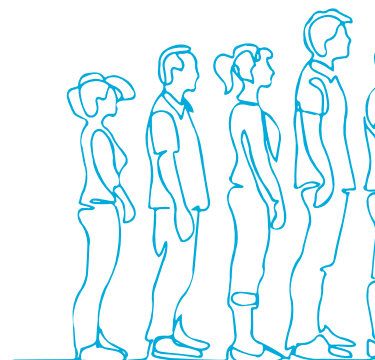
Teachers facilitate the teams to prepare for this non-classroom training activity:

- **The teams will have their detailed work plans for information and data collection e.g.**

  1) Prepare a QUESTIONNAIRE to be used for collection of information and data from enterprises and business entities onsite;

  2) Prepare a SURVEY QUESTIONNAIRE for customers' on customers' satisfaction;

- **Tasks will be distributed amonst the team members.**

- **The teams' managers will carry out their tasks as assigned.**

Teachers will help the teams with their detailed preparations and follow-up actions.

The teams will carry out the information and data collection as a non-classroom training activity, as planned in the classroom and preparation work plans. Information and data will be collected with T**HE QUESTIONNAIRE AND SATISFACTION SURVEY QUESTIONNAIRE** and be analyzed and entered into **Table 14** in the manual. **MS Excel** must be used for the analysis. Instructions for its use are on page 128 of the Student Manual.

Non-classroom training activity

80 min

PREPARING FOR THE NEXT SESSION:

In the next training session, the teams will present the results of the information and data collected, so they need to compile their results and have them ready for presentation.

Representatives of local entrepreneurs and business people will be invited to the next session, so the teams' **communications managers** need to contact and invite them to the training.

TOPIC 5: **IMPLEMENTATION AND MONITORING OF ENTERPRISE PROJECTS**

Sub-topic 5.2

THE ENTERPRISE PROJECT PROCESS AND ANTICIPATING RESULTS

Objective

Under this sub-topic, the following knowledge, skills and mindset will be delivered to the students:

- Define the opportunity to develop entrepreneurship ideas;
- Seek collaboration with local citizens and communities;
- Skills of teamwork and being creative;
- Skills of reflection and contemplation;
- Develop innovation and communications skills.

The following necessities and aids will be used for this training session:

- The Student Manual
- Flipchart sheets (to be used during teamwork);
- Markers, pens, pencils of 4 different colours;
- Questionnaire.

Please remember to meet team managers prior to the start of the training to make sure all the preparatory work has been completed!

Representatives of local entrepreneurs and business people will be invited to the today's training to share their comments and recommendations with the teams.

Before the start of the classroom learning activity, the teacher invites the students to ask the person sitting next to them how they are feeling today and why, how was yesterday, did they face any challenges and how did they handle them, etc. Remind them to listen carefully to each other's responses.

The teams present their information and data collected through the non-classroom training activity and take comments and answer questions from the other students.

ACTIVITY 1

DEVELOP NEW ENTERPRISE IDEAS IN THE LOCAL AREA

Following their presentations, the teams will develop ideas that could help reduce or mitigate challenges and weaknesses of local enterprises based on the information and data they collected. The ideas developed by the teams will focus on the areas of the enterprises that need to be improved and better addressed.

ACTIVITY 2

TEST NEW IDEAS AND DEFINE THEIR OPPORTUNITIES AND LIMITS

The teams present their new ideas to other students with role play. In another words, the teams express their new ideas by role playing scenarios in which they play the roles of key enterprise actors. In their presentation, teams should pay attention to defending (confirming) their ideas and convincing the audience.

The teams will then work on improving their ideas, keeping in mind the comments and recommendations provided by the other teams and local business people.

ACTIVITIES 3 AND 4

CONTEMPLATION AND LEARNING TO IMPLEMENT NEW IDEAS

Team members imagine that the new idea is happening and that they are employees of the enterprise or business. While visualizing this situation, they think about and discuss the knowledge, skills and mindset they will need to put the new idea into practice, and then list what they need to learn and and develop.

Entrepreneurial and communication skills are vitally important to getting the enterprise activities under way. Teachers will facilitate the discussion, leading with the question "imagining you are the entrepreneur you wish to be, what skills will you need to develop or improve?".

ACTIVITY 5

SHARING THE WORK RESULTS WITH OTHERS AS PLANNED

Teachers facilitate the students to share and exchange their knowledge and understanding of what they have learned from collecting and analyzing information and data on local enterprises and business activities, as well as their ideas for overcoming the challenges and constraints they face.

In addition, students discuss the strengths and weaknesses of collecting and analyzing the information and data and share their their opinions about how to better plan and effectively follow up an activity.

At the end of this training session, students are set the following assignment.

PREPARING FOR THE NEXT SESSION:

In the next training, the teams will evaluate the projects they have developed and improved, so they will need to be well prepared.

The teams' **material resources managers** will need to prepare the projects for the next training session.

TOPIC 5: IMPLEMENTATION AND MONITORING ENTERPRISE PROJECT

Sub-topic 5.3

PROJECT EVALUATION

Objective

Under this sub-topic, the following knowledge, skills and mindset will be delivered to the students:

- Understanding on how to use the project criteria for evaluation;

- Developing the project;

- Developing teamworking, contemplation & communications skills, self-development and entrepreneurship mindset;

The following necessities and aids will be used for this training session:

- The Student Manual;

- Flipchart sheets (to be used during teamwork)

- Markers;

- Pens, pencils (of 4 colours);

During the training, teachers take notes on individual student's skills and emotions using observation sheets, and tailor additional strategies to enhance each student's development. A sample observation sheet can be obtained from the assessment section of this manual.

Please remember to meet with team managers prior to the start of the training to make sure all the preparatory works has been completed!

Classroom training activity

120 min

Before the start of the classroom learning activity, the teacher invites the students to ask the person sitting next to them how they are feeling today and why, how was yesterday, did they face any challenges and how did they handle them, etc. Remind them to listen carefully to each other's responses.

ACTIVITY 1

I HAVE A QUESTION.

Teachers remind the students that everyone who has successfully completed the entrepreneurship-based training will be eligible to apply for the project grants.

Teachers will explain that the students will need to prepare their project proposals to apply for the grants and applications will be assessed and selected according to the selection criteria.

Teachers then present the criteria set out in **Appendix 3** of this manual.

Teachers give students time to carefully read each criterion and then teachers, counsellors, and mentors will answer any questions. counsellor

The criteria are applied at the project (pre-)selection and grant awarding phases. The criteria are used to examine the project's budget, timeline, and volume of work in line with the specific approaches, arrangements, and order for achieving the proposed performance objectives.

The criteria are intended to guide the implementation to achieve high quality outputs and results. The criteria are specific, measurable, achievable, relevant, and time-bound.

ACTIVITIES 2 AND 3

PARAMETERS OF THE CRITERIA

Teachers answer questions and explain unclear criteria to the students, then give the teams an assignment to think about how they could improve their project to meet the criteria.

Table. THE PROJECT'S SELECTION CRITERIA AND THEIR PARAMETERS

CRITERIA	Ideas of the measuring parameters and means of verification
1. The project proposal must be consistently and fully prepared in accordance with the template provided;	• SMART approach (objectives are clear, measurable, and achievable and the activities are relevant and time-bound); • The project template; • Complete set of project documents;
2. The project proposal must be free of negative impacts on the target soum's environment, community, and child protection.	• Explanation of how regulations, procedures, manuals, and standards of the project actors will be addressed during the project implementation; • Action plan for impact on the environment, community, and child protection;
3. The project idea and implementation should be consistent with the soum's development and economic planning programs.	• Type and quantity of the product/service created under the priority framework; • Number of employment positions generated; • Taxation, donations and support to be provided to the local government and communities;
4. To be profitable to some extent;	• A plan for profitable action and cash flow
5. To be creative and innovative;	• Number of non-conventional/innovative ideas in the project; • Number of patent and copy rights; • New model, technology, and scale and barcode; • Customers' or consumers' satisfaction survey;

6. Have adequate human resources (a team with 3-6members) and clear descriptions of the team members' responsibilities and tasks, their gender distribution and participation;	• Gender balanced team members and task distribution; • A map of the team structure;
7. Each team member must study and complete the ESEL training sessions;	• Student register; • Report on student graduates;
8. Demonstrate strong presentation skills (to present the project);	• Project's display materials; • Time-keeping; • Logically expressing themselves; Balanced and full participation by the team members and clear lines of communication within the team; • Entrepreneurship based socio-emotional skills;
9. The project should be able to be implemented within six months; necessary resources should be available in the local area and be mobilized through the soum's government and school.	• Resource mobilization and usage plan; • Risk management plan; • Communications plan; • Activity plan;

The teams discuss project improvements for each criterion and present their responses to the other teams.

Teachers and mentors will then ask the teams to select their best improved criterion and teachers will list them on the whiteboard to be jointly assessed and selected using the following form.

CRITERIA	EVALUATION		
	1 low	2 medium	3 good

CRITERIA	EVALUATION			NOTE:
	1 low	2 medium	3 good	

ACTIVITY 4

ACKNOWLEDGING PROJECT STRENGTHS AND WEAKNESSES

The teams exchange their project proposals and assess them according to the criteria listed on the whiteboard, then return them to their original teams for further discussion.

At the end of the training, students are asked to do **Test 7** in the Student Manual.
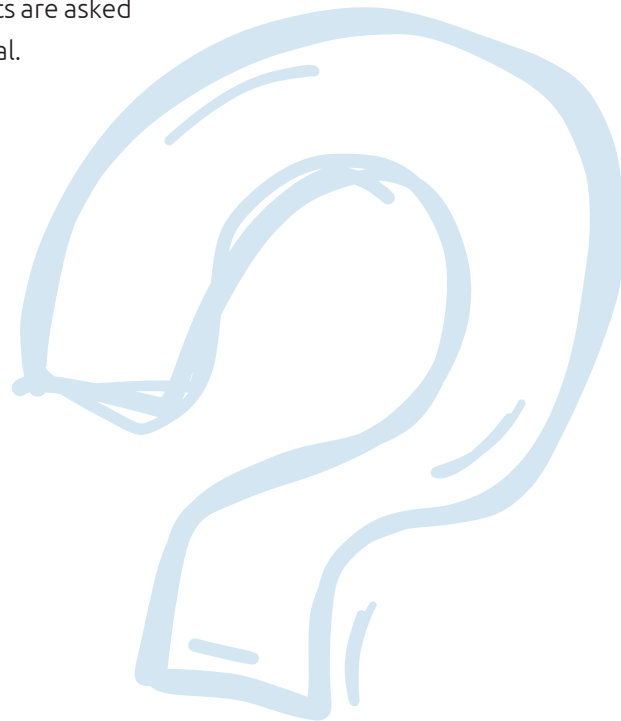
ASSESSMENT OF TOPIC 5

This self-assessment by students assesses, knowledge, skills and mindset gained under **Topic 5** using the following sheet. The completed sheets are collected by teachers at the end.

CRITERIA	LEVELS					
	1 Not possessed	2	3	4	5	6 Excellent
1. The team defined actors to be involved in implementing project 1;						
2. Participation of the actors and their contributions to defining project benefits;						
3. Anticipation of their needs while seeing themselves as project actors;						
4. Provide others with understanding of potential challenges during implementation of project 1 based on existing cases;						
5. Defining options to overcome challenges and constraints by seeking new methods, consulting with others, and studying cases and experiences;						
6. Explaining, presenting, and convincing others of the benefits of project 1;						
7. Collecting information and data on customers' satisfaction of project 2's products or services by communicating with individuals from different groups and sections of the communities;						
8. Analysis of the information and data by using information and communication technology and explanations for the causes;						
9. Developing alternative proposals for improved products and services under project 2;						
10. Explanation of the strengths and weaknesses of the project proposals above;						
11. Assess project 1 according to the criteria;						

⬭ (total points earned) * 1.52= ⬭ %

TOPIC 6:

IMPROVING THE ENTERPRISE PROJECT

ARRANGEMENTS FOR THE ENTERPRISE PROJECT IMPLEMENTATION

TOPIC 6: IMPROVING ENTERPRISE PROJECTS

Sub-topic 6.1

ARRANGEMENTS FOR THE ENTERPRISE PROJECT IMPLEMENTATION

Objective

Under this sub-topic, the following knowledge, skills and mindset will be delivered to the students:

- Project improvement based on the results of assessment criteria;

- Proper use and distribution of resources and the implementation plan;

- Business planning and financial and digital literacies;

- Creativity, innovation, contempla-tion, teamwork, communications skills, and taking initiative;

- Willingness to learn from mistakes, risks, and unclear situations, making efforts, being agile, and developing mindset;

The following necessities and aids will be used for this training session:

- The Student Manual;

- Own developed project proposal;

- Students' skills development assessment sheets;

During the training, teachers take notes on individual student's skills and emotions using observation sheets, and tailor additional strategies to enhance each student's development. A sample observation sheet can be found in the assessment section of this manual.

Please remember to meet with team managers prior to the start of the training to make sure all the preparatory work has been completed!

ACTIVITY 1

PROJECT IMPROVEMENT

Teachers give the student teams an assignment to improve their projects based on the assessment results provided by other teams. Teachers/counsellors facilitate the students to use the knowledge, skills and mindset they have gained during the training sessions.

Teachers recommend improvements to the project proposals based on the table of criteria and their explanations.

To develop their project further, team members must remember the content and insights learned in **Topics 3 and 4**. So teachers need to remind students how they developed their projects, what justifications there were for their project, and the issues raised in each Topic.

The students continue to discuss improvements and come to agreement on what needs to be done.

ACTIVITY 2

CONTEMPLATION: WHAT SHOULD I LEARN FOR BETTER DEVELOPMENT IN THE FUTURE?

Students will be asked to do **Test 8: Socio-emotional skills** in the Student Manual and hand the sheets in to their teacher.

This time, teachers ask the students to work individually, not in teams, so the students will spend time reflecting on their own.

DEVELOPING A NEW PROJECT

Sub-topic 7.1 PREPARATION OF A NEW PROJECT

TOPIC 7: DEVELOPING A NEW PROJECT

Sub-topic 7.1

PREPARATION OF A NEW PROJECT

Objective

The students have the opportunity to use and confirm their knowledge, skills and mindsets gained through the previous training topics.

This topic will allow the student teams to develop a new project with the support of local mentors. It is not a classroom training, but teachers and local counsellors and mentors will work together with the students to develop a new project.

The students use their knowledge, skills and mindsets to develop a new project in accordance with the Manual for Grant Projects of the Save the Children project "Entrepreneurship-focused socio-emotional skills for the most vulnerable youth in rural Mongolia".

Training necessities and aids:

1. Manual for Grant Projects

ACTIVITY 1

WHAT DO WE NEED TO DO IN THE FUTURE?

Teachers ask students to do the last test in Appendix 6 of the Student Manual and hand it in when they've finished. Please refer to the Evaluation section of this manual for how to score the test. Teachers need to summarize the entrepreneurship knowledge, skills and mindsets that students have acquired from the training sessions and doing their projects, then explain the grants to be awarded and answer any questions the students have.

In addition to the project grants, teachers remind students to refer back to the training on Financial Resources for other funding sources.

ACTIVITY 2

WHO WILL PARTICIPATE IN THE PROJECT SELECTION WITH? AND WHAT TO DO?

Teachers ask students to nominate themselves for a project grant and who they wish to form a team with. Teachers will then group the interested students. The number of team members may vary, as students are free to decide which teams they join. Teachers remind students to carefully read **"Issues to Consider in Enterprise Team Building"** in the Student Manual, prior to teambuilding.

Teachers set an assignment for the students to plan activities nominating who, what and when in detail, in order to develop their new project. Teachers, mentors advise the students on their implementation plan, and students will also be referred to **Tables 16 and 17** in the Student Manual.

After preparing their plans, the teams will decide if they have enough team members to carry out the new project or whether other students need to be recruited into the team.

ACTIVITY 3

PLAN FOR DEVELOPING A NEW PROJECT

The teams develop and finalize their new projects in accordance with the project's grant manual.

ACTIVITY 4

PROJECT IMPROVEMENT

Teams deliver their new project proposals to teachers and mentors for   assessment in line with the criteria for a grant project, and teams then incorporate the assessment findings and recommendations into their proposals.

ACTIVITY 5

## DEFINE THE OPPORTUNITY TO PILOT THE PROJECT

The teams present the project proposals they have worked on to representatives of local enterprises, business entities, customers and communities, as well as government representatives including the soum Governor's Office, Culture and Arts division, school principal and headmaster. The project presentation event could also include all the school's children.

When presenting their new projects, the teams express their goal in taking part in the competition and ask for feedback on how their new projects could be improved.

ACTIVITY 6

CONTEMPLATING AND FINALIZING A NEW PROJECT

The teams further refine their project proposals after the open discussion and submit them to the grant project competition.
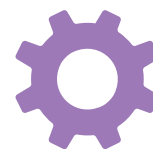
APPENDIX

APPENDIX 1.

RECOGNISING YOURSELF

LOVING AND BEING SATISFIED WITH WHAT YOU ARE DOING IS A BASIS OF SUCCESS AND FEELING FULFILLED. ALL THESE START FROM KNOWING YOURSELF.

If you do not know where you want to go, it doesn't matter which direction you go. You will be bouncing like a ball from job to job if you do not have a specific goal or objective in mind. In practice, people often dislike their jobs, usually because neglected to take into account their passions, natural skills and values. These people seem to have chosen "easy jobs" without any pressure or demands, or jobs that make more money, or they just chose the same jobs as their friends, siblings or parents, or they simply took jobs that someone offered them or convinced them to do. Ultimately, these people will not be happy, satisfied or successful with what they are doing. Most of them have never given any deep thought to their passions or what they really want, perhaps because they had no opportunity or time to think about them.

Recognising what you like to do is the beginning of knowing yourself. Some people may have forgotten their interests and desires because of life's hardships, but every person has them. When people love what they are doing, no matter what kind of work it is, they aspire to work hard and achieve satisfaction. SUCCESS in work and life depends on one's ADVANTAGES. Acknowledging your passions and skills means you are recognizing your advantages. If your passion and skills are clear to you, you will truly have an ADVANTAGE.

APPENDIX 2.

WHY TIME MANAGEMENT IS IMPORTANT?

Time management is a necessity for everyone, and is particularly vital for people wanting to undertake entrepreneurship. Speed of action often depends on how optimally you manage your time. A common error most entrepreneurs make is taking on so much work that they exceed their capabilities, strengths and time. They are often overloaded, trying to cram everything into a very short period of time. As well, they are sacrificing the quality of their work which can eventually mean they lose their opportunities. A golden rule of the entrepreneurship world is **TIME IS GOLD**. What they do consider how well time is managed and do define how many incomes can be earned from the enterprise (the better the time management, the more incomes earned).

Time management means that appropriate time is spent on productive activities to achieve a goal. Good time management achieves the following:
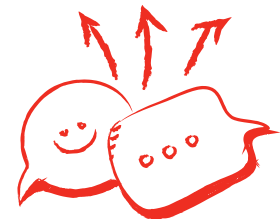
1. It increases productivity. Proper time management makes daily activities more productive. As such, you can reach your goals step by step and day by day.

2. This allows you to prioritize your work (tasks). It determines what work you need to do first as your tasks are systematically arranged in order of priority.

3. This is especially vital for work ethics. Proper ethics bring about positive results in the entity's or organization's business planning.

4. This in turn reduces stress. It allows you to do the same work repeatedly, to avoid making mistakes, and to complete the work (task) on time and with quality.

5. It allows you to properly plan or schedule your tasks. It help properly distribute tasks to team members and that fairness generates trust and a positive atmosphere within the team.

6. It helps be goal-oriented. Time management helps you focus your attention and efforts on goal-oriented activities and keep up consistent work standards. In this way, you can achieve your goal smoothly.

CONCEPT OF ENTREPRENEURSHIP AND ITS SCALE

Entrepreneurship is one of the production factors that is expressed as a process of converting new ideas into labour values which has been widespread in the transition from the industrial era to the information era. Simply speaking, entrepreneurship is engaging in a for-profit business or in non-profit activities for the well-being of the society. In a broad sense, entrepreneurship is a process of engagement in creating and operating products and services that bring the highest investment return in current market conditions. 'Entrepreneur' is a French word that originated from two Latin words: Entre (middle or between) and Prendre (grab or take control)4 which are literally translated as "intermediate". Therefore, some historians point out that traders or vendors of the silk roads between Asia and Europe were the entrepreneurs of their time. Historically, Jack de Bruslons first included this world in his Dictionnaire Universel de Commerce in 1723. In the 19th century, the French word was translated into English. At that time, adventurers were called entrepreneurs in England. In Germany, craftsmen and smiths were issued with a license of entrepreneur. In the Sanskrit language, there is a word "anthaprerna" closely pronounced which means self-motivated. At present, entrepreneur is used to mean both a start-up business and an initiative. In the name of entrepreneurship, the following **common phrases** are used:

COMMON PHRASES:

- **Start-up business;**
- **Creative mindset;**
- **New business;**
- **New market;**
- **New product and service;**
- **Innovative;**
- **Seek opportunities;**
- **Take on and overcome risks;**
- **Unclear conditions;**
- **Make profit;**
- **Contribution to society;**
- **Production, resource, and opportunity;**
- **Management;**
- **Creating value;**
- **To grow and develop;**
- **Agility;**
- **Decision making;**
- **Make changes;**
- **Possession;**
- **Share-holder;**
- **Responsibility and power;**
- **Strategy;**

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4 Entrepreneurship: Starting, Developing and Managing a New Enterprise, Robert D. Hisrich & Michael P. Peters, Second Edition, Irwin, 1989, p. 66

APPENDIX 3.

Everyone wishes to have his/her dream job. However, this goal cannot be fully achieved without an entrepreneurial mindset. Entrepreneurs are understood to be investors, employers, industry owners, shareholders, leaders, supervisors, directors, and managers. Entrepreneurship is not a natural talent, but a set of skills that can be developed.

Entrepreneurships include capacities to develop ideas, create, and market products and services that the society needs and demands. In another words, entrepreneurs create and run highly profitable products and services that integrate natural resources (raw materials), funding and labour to resolve social problems and meet the needs of society. The following are common characteristics of entrepreneurships:

- Management skills;
- Assess available resources/ opportunities;
- Take on risks
- Recognise & assess opportunities;
- Directly meet and observe people rather than spending on time-consuming and expensive surveys;
- Create values;
- Design and implement a game plan.

Main responsibilities of entrepreneurs:[5]

- Manage and run production
- Diversify products and services;
- Create employment;
- Develop new markets;
- Introduce innovative approaches in marketing & sales;
- Fundraising;

5 Exploring the Dimensions of Entrepreneurial Community Colleges, Diane Carol Rothman, University of Minessota, 2007, p. 142

Historical concepts and definitions of entrepreneurship[6]

TIME	SCHOLARS	DEFINITION
Early era	Undetermined	People seeking basic resources and opportunities for life;
Middle Ages	Undetermined	Owners of major industries;
The 17th century	Undetermined	Fixed price contractors with governments who take on profits and losses;
1725	**Richard Cantillon**	People taking on more risks than capitalists-estate owners;
1876	**Jean Baptiste Say**	Not only capitalists; profit makers from businesses;
1903	**Francis Walker**	Investors & project managers;
1934	**Joseph Schumpeter**	New, innovative; new technology developers;
1961	**David McClelland**	Risk takers;
1964	**Peter Drucker**	Users of opportunities at the highest level;
1975	**Albert Shapiro**	Initiators from the socio-economic perspective; be unsuccessful and risk takers;
1980	**Karl Vesper**	Entrepreneurs of economic, political, psycological, and business sectors;
1983	**Gifford Pinchot**	Intrapreneur or entrepreneurs within organizations;
1985	**Robert Hisrich**	Value creators used time, strength, and skills and in return, tangible and non-tangible benefits recipients;
1995	**Peter Drucker**	Convertors of the least productive businesses into highly productive businesses using hands-on and available resources; and developers of stablity;
1999	**Jeffrey Timmons**	People with modern advanced mindsets & behaviours;
2001	**Phillip A.Wickham**	Developers of projects based on their resources, opportunities, knowledge, and experiences;
2002	**G. Brenkert**	Key actors in the market economy;
2003	**L.W. Busenitze**	Key contributors to economic development;
2007	**Paul N. Bloom & Gregory Dees**	Key players in entrepreneurship's eco system;
2007	**Global Entrepreneurship Monitor**	Entrepreneurs are not natural.

6 Social Entrepreneurship-False Premises and Dangerous Forebodings, Beth Cook, Chris Dodds, and William Mitchell, Australian Journal of Social Issues, Vol. 38, No. 1, Feb 2003, p. 58-72

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TYPES OF ENTREPRENEURSHIP

An entrepreneurship goes through stages such as founding, shaping, organizing, developing, and shutting down or closing. Moreover, it may be diversified in terms of its situation, approach, focus, model, and organization. Different types of entrepreneurship exist – the most common are listed here with a brief explanation.

• Independent entrepreneurship

The most common process is to develop independently, without anyone's influence[7]. Entrepreneurs work independently to achieve their dreams, using their talents, skills, and strengths their professions or areas of interest.

• Solo-preneurship

This type of entrepreneurship operates alone without any support or cooperation from others. Many examples demonstrate that success can be only achieved for a short period of time, but this type fails in the long run.

• Female entrepreneurship

Female entrepreneurs are often employed in social service sectors such as education, consulting, and public relations.[8] They often conduct their businesses from home while raising their children.

• Academic entrepreneurship

Universities and colleges often implement entrepreneurship projects to diversify their sources of income. In the USA, academic institutions have being generating additional income since the 1990s through by undertaking scientific research and laboratory tests, and opening innovation centres and market driven classes, given that state subsidies are do not meet their needs.[9] These initiatives play an important role in motivating students to become entrepreneurs according to current project and program development in spaces like Facebook, Google, and YouTube.

7 Essentials of Entrepreneurship and Small Business Management, Thomas W. Zimmerer & Norman M. Scarborough, 3rd Edition, Pearson, 2002, p. 6

8 Starting and Managing the Small Business, Arthur H. Kuriloff, John M. Hemphil, John Hemphill Jr., and Douglas Cloud, International Edition, McGraw-Hill Education, 1993, p. 36

9 Exploring the Dimensions of Entrepreneurial Community Colleges, Diane Carol Rothman, University of Minessota, 2007, p. 142

• **Intrapreneurship**

Intrapreneurs are the employees of any corporation that lead entire teams with their new and innovative ideas for making their products and services more profitable and cost-effective (with lowest possible expenses) and who take on all the responsibilities related to risks, threats, profits or losses. A basic notion of this concept was first introduced by Gifford Pinchot in 1978 in his work "Intra-Corporate Entrepreneurship" and later the term was described in a book "Intrapreneuring" in 1985.10 Intrapreneurs have the following four characteristics.

1. Intrapreneurs are the innovative corporate employees who do the same things as entrepreneurs starting a new venture. Intrapreneurs are the "yeast in breadmaking". If you want more innovation, the only approach is to recognize, develop, trust and delegate power to internal employees.The corporation must know how to create an enabling environment for its employees to initiate, select, create, and manage what is needed for growth and development.

2. Intrapreneurs are people who have dreams. They do not just come up with ideas. They take responsibility for turning ideas into reality. In fact, all employees are not inventors, but they are always the implementers of new ideas. In this case, their dreams are not just to come up with ideas, but to put new initiatives into practice effectively.

In 1983, Liu Ler, director of ZM corporate, said: over the years, the ZM corporation has had a key rule: the management team was to collaborate with young employees to create innovative ideas. If they succeeded, the young employees would start up and run their own new businesses under the ZM umbrella. This entrepreneurial approach is not a side-line forZM. It is the heart of our growth. To turn their new ideas into business plans, they test their minds,run accelerators, and then hand over their ideas for others to implement. The reason we do this is that skilful, professional technical specialists are a vital key to to successful implementation, to turning a good idea and even a good plan into reality.

10 Four Definitions for the Intrapreneurship, Gifford Pinchot, https://www.pinchot.com/2017/10/four-defini-tions-for-the-intrapreneur.html, 2020 оны 9 сарын байдлаар

3. Intrapreneurs are the general managers of new ideas who are voluntarily appointed. If you like an idea, it means you need to start an intrapreneurship and do something to move it forward. Otherwise, no one takes responsibility.. They can form a team of volunteers. They can find cost-effective and affordable ways to pilot the idea on the market and come up with prompt and simple ways of working with the products and services including making the first version, prototypes, and static screen shots. As the general managers of the project, they share the models with the customers or consumers for piloting and improvement. To retainmanagement team support, they quickly find and engage sponsors and customers in the pilot actions.

4. Intrapreneurs are the driving force for change that keep business operations progressive and . As the focus on innovations for a better world, they mostly engage in highly profitable businesses. At the same time, they try to increase effectiveness of their new initiatives to make a more positive impact on the world's population and environment.

Table. Comparison between conventional managers and intrapreneurs [11]

	CONVENTIONAL MANAGERS	ENTREPRENEURS	INTRAPRENEURS
Key motivation	Be promoted and be awarded with medals & prizes;	Be independent, create opportunities, earn money;	Be independent, be awarded with intra-corporate prizes;
Time	Short-term	Mid and long term; 5 to 10 years of growth, development and sustainability;	Closely integrated with corporate planning periods;
Task	Represent and control the corporation rather than direct involvement;	Direct involvement with all tasks;	Direct involvement in projects rather than representing the corporation;
Risk	Extremely careful;	Estimating and overcoming risk;	Estimating and overcoming risks;
Degree & ranking	Important;	Not important;	Passion in independent working;
Error & failure	Avoid or escape from errors;	Accept errors;	At a distance from from risk until they have matured;
Decision making	Do not make decisions independently;	Likely to make fanciful decisions;	Keen to be recognized & accepted by others;
For whom	Satisfy others;	Keep themselves, partners, investors, and customers satisfied;	Make themselves, the corporate authorities, funders and customers satisfied;
Family impact	Regular family demand for reliable, incomes that increase on a regular basis;	Almost no impact on family members;	Almost no impact on family members;
Communications	Manage, supervise-morals and ethics	Mutual understanding, respect, and benefits;	Management – mutual understanding & respect, under managemen'st morals & ethics;

• **Social entrepreneurship**

Under the framework of creating socio-economic values, social entrepreneurship undertakes innovative social and commercial activities to resolve social issues and shortcomings, and generates income from

11 Entrepreneurship, Robert D. Hisrich & Michael P. Peters, 4th Edition, McGraw Hill, Massachusetts, 1998, p. 48

the overall model. When dealing with different problems in the society, social entrepreneurship aims to produce results and outputs with positive and creative mindsets. Fundamentally, it is a process that uses innovative initiatives to overcome and eliminate risks such as pressures, threats, and critics from opposing groups in society. Social entrepreneurship has multiple perspectives.

• The process of devising new alternative investment strategies or management plans to match its non-profit social values;

• Social responsibilities of commercial or business entities through inter-sectoral relationships;

• Tools to reduce and eliminate social problems and streamline social evolutions;

• Two different classifications:
1) socially-oriented undertakings within the private sector; and
2) undertakings by volunteer entrepreneurs to increase corporate efficiencies and long-term sustainability;

STREGNTHS of SOCIAL entrepreneurs:

• INDEPENDENT;

• SENSITIVE TO SUCCESS;

• IS RESPECTED;

• EARNS PROFIT;

• CONTINUED PERSONAL DEVELOPMENT;

• CONTRIBUTES TO THE SOCIETY;

WEAKNESSES of social entrepreneurs:

❯ APPEARS INDEPENDENT, BUT ARE ALWAYS UNDER PRESSURE FROM INVESTORS, FUNDERS, AND CUSTOMERS;

❯ THEY NEED TO GAIN INSIGHTS, PROFESSIONAL OR TECHNICAL SKILLS, KNOWLEDGE, INFORMATION AND DATA, AND EXPERIENCES IN ALL SECTORS.

❯ WILLINGNESS TO START LARGE SCALE PROJECTS, BUT ARE MOSTLY LIMITED BY AVAILABLE RESOURCES, AND OWN ISOLATION;

❯ BEARS ALL POTENTIAL RISKS UNTIL ITS ACTIVITIES BECOME EFFECTIVE AND SUSTAINABLE.

❯ MOSTLY FOCUSES ON DEVELOPING AND PILOTING NEW PRODUCTS AND SERVICES, SO ITS PROFITS ARE LIMITED.

❯ HAS NO FIXED WORK HOURS. SO NEED TO WORK 24 HOURS A DAY AND ON PUBLIC HOLIDAYS TO ACHIEVE THEIR GOALS AND OBJECTIVES.

❯ MAKE MANY ERRORS BEFORE REACHING MATURITY AND SUCCESS.

❯ PHYSICAL AND PSYCHOLOGICAL ILLNESSES ARE COMMON BECAUSE LITTLE ATTENTION IS GIVEN TO THE HEALTH OF WORKERS.

LIST OF ENTERPRISE IDEAS

REGISTRATION OF VAT BILLS

ASSIST ELEMENTARY SCHOOL STUDENTS LIVINGIN SCHOOL DORMITORIES

CATCH-UP LESSONS FOR STUDENTS WHO HAVE FALLEN BEHIND

HEATING WATER IN SHOOL DORMITORIES

TREVEL SERVICE FOR CHILDREN FROMHOME TO SCHOOL/KINDERGARTEN;

CARRYING/TRANSPORTING DRINKING WATER

HOUSE CLEANING

AASSISTANCE TO THE ELDERLY

INSTALLING & ADJUSTING APPLICATIONS IN CELL PHONES

PILOT FENCE CLEANING, PAINTING, & GREENING (LAWN)

REPAIRING HOUSEHOLD FURNTURE;

REPARING ELECTRIC APPLIANCES

ADJUSTING ANTENNAS ON SATELLITE DISHES

ASSISTING TO PURCHASE GOODS FROM THE SHOPS

COMPUTER TYPING AND PRINTING

LIVESTOCK HERDING

HAY MAKING

COMBING WOOL, CASHMERE

COLLECTING & SUPPLYING FUEL WOOD

BUILDING & REPAIRINGLIVESTOCK SHELTERS AND REMOVING COMPACTED MANURE

BEAUTY SALON SERVICES

BATH HOUSE & SHOWERS

SEWING & REPAIRING CLOTHES

CONSTRUCTION REPAIRS

CULTURAL SERVICES

SERVICES TO THE DISABLED

EVENT ORGANISING

PHOTOGRAPHY

CATERING

CLUBS (E.G. CHESS, APPLIQUE)

HORSE RIDING TRAINING

TRAINING TO CARE FOR LIVESTOCK HERDS

THREPARY AND CARE

LIBRARY SERVICES

RADIO STATION

WASTE SORTING

WASTE COLLECTING & REMOVAL

Save the Children

EXAMPLES OF CRITERIA FOR THE
"ENTREPRENEURSHIP FOCUSED SOCIO-EMOTIONAL SKILLS FOR THE MOST VULNERABLE YOUTH IN RURAL MONGOLIA"
PROJECT OF SAVE THE CHILDREN
EXAMPLES OF PROJECT CRITERIA

Business story:

➤ When did you start your business or company?

The first phase:

- Be citizens aged between 14 and 25 in the target soums;

- Be students aged 14 and 19 studying in schools in the target soums;

- Completed training= sessions in entrepreneurship-focused socio-emotional skills;

- The project team consists of 3-6 individuals, with half of them being female members;

- The team has nominated its leader.

- The project will last for 3-6 months;

- The project proposal must be completely developed according to the model provided.

- The project proposal will be free of any negative impacts on the target soum's environment, communities, and child protection.

The second phase:

- The project's idea implementation branch should be consistent with the soum's development and economic development priority programs and plans;

- Is able to contribute to эhe quality and productivity of local economic activities

- Is profitable to some extent;

- Is creative and innovative;

- Has adequate human resources (with clear descriptions of responsibilities and tasks and distributed evenly between the team members);

- Have strong presentation skills (to present the project);

- The project must be able to besustained for six months; the necessary resources should be available in the local area and be mobilized through the soum's government and school (this criterion is particularly essential for the children and youth outside the school);
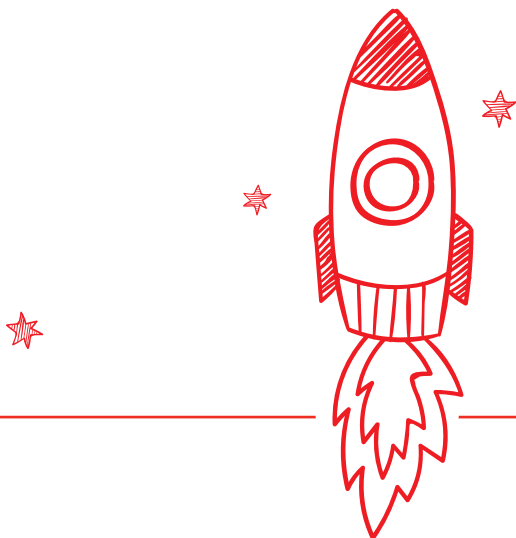
Good
LUCK

"ENTREPRENEURSHIP-FOCUSED SOCIO-EMOTIONAL
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