

SURVEY REPORT

BENEFICIARY SATISFACTION AND DROP-OUT SURVEY OF THE ESEL TRAINING PROGRAM



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This document was produced within the scope of the “Entrepreneurship-focused socioemotional skills for the most vulnerable youth in rural Mongolia” project (2019-2025) implemented under the World Bank’s management. The project is funded by the Government of Japan under the Japan Social Development Fund. The views expressed in this report are those exclusively of the authors and do not necessarily reflect or represent the policy position of Save the Children International or any Save the Children Member organization as well as the views and opinions of the World Bank or the donor. The information in this publication was based on available information at the time of preparation.

SURVEY REPORT

BENEFICIARY SATISFACTION AND DROP-OUT SURVEY OF THE ESEL TRAINING PROGRAM

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

(2019-2025)

Ulaanbaatar
2025

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LIST OF ABBREVIATIONS

SCJM	Save the Children Japan Mongolia Office
ESEL	Entrepreneurship-focused Socioemotional Skills Learning
JSDF	Japan Social Development Fund
LLEC	Lifelong Learning Education Center
MES	Ministry of Education and Science
SBE	School-Based Enterprise
SPSS	Statistical Package for Social Sciences
Std. Deviation	Standard Deviation
Std. Error	Standard Error
ToT	Training of Trainers
TVET	Technical and Vocational Education and Training
WB	World Bank

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EXECUTIVE SUMMARY

This satisfaction survey acts as a key to disseminating and showcasing the level of satisfaction with the delivery of Entrepreneurship-focused socioemotional skills learning (ESEL) training program and aims to increase awareness and visibility of the training program as well as the overall project impact of the project on its beneficiaries.

The Beneficiary Satisfaction Survey was administered within the scope of the implementation of ESEL training program to measure the youth's satisfaction with the overall training as well as to identify the aspects of the program that need to be improved. In addition, a separate survey was undertaken during the first two cohorts of ESEL training to explore the reasons why some of the youth quit the training midway through. These surveys used quantitative methods.

The Beneficiary Satisfaction Survey took place across 5 target aimags in Mongolia (Gobisumber, Khovd, Sukhbaatar, Uvurkhangai and Zavkhan) and 29 of their soums¹. The three rounds of the Beneficiary Satisfaction Survey were carried out between the spring of 2022 and the spring of 2023. A total of 2,748 children were surveyed, of whom 388 (14.1% and ESEL training #1 and #2) were in the first round, 1,528 (55.60% and ESEL training #4) in the second round, and 832 (30.3% and ESEL training #5) in the third round.

This section summarizes the main findings of the Beneficiary Satisfaction Survey and the Drop-out survey. A total of 2,748 children and youth between the age of 13 and 27 years were studied for the Beneficiary Satisfaction Survey. Of these, 41.8% were males, and 58.2% were females. In total, 135 children and youth took part in the Drop-out Survey of which 57.8% were males and 42.2% were females.

The ESEL training program provided a structured and evidence-based approach to fostering the entrepreneurship education and the social and emotional development of children and youth, enhancing their overall well-being, and preparing them for success in various aspects of life.

Beneficiary satisfaction score for ESEL training sessions #1, 2, 4 and #5. Based on a five-point scale (1 = minimum, 5 = maximum), the overall satisfaction score for the Beneficiary Satisfaction Survey of ESEL training #1, 2, 4 and #5 was **4.38**. The results obtained from

¹ The target 29 soums of the project include as follows:

Gobisumber: Sumber and Shiveegobi soums

Khovd: Altai, Bulgan, Mankhan, Must, Uyench, Zereg and Jargalant soums

Sukhbaatar: Bayandelger, Munkhkhaan, Ongon, Erdenetsagaan and Baruun-Urt soums

Uvurkhangai: Bat-Ulzii, Bogd, Guchin-Uus, Kharkhorin, Khujirt, Sant, Uyanga and Arvaikheer soums

Zavkhan: Bayantes, Ikh-uul, Tosontsengel, Tudevtei, Telmen, Tes and Uliastai soums

the satisfaction survey indicate that beneficiaries were generally satisfied with the ESEL training program and the project.

By category, the average satisfaction score for "The ESEL trainers/counsellors were skilled (competent) at facilitating the training sessions" was the highest at **4.47**. This was followed by scores for "The training teachers/counsellors were knowledgeable in their subject area" (**4.46**) and "Class participation and interactions were encouraged " (**4.40**) and "I am more likely to start a new business in the future" (**4.40**), respectively. "My teamwork skills have improved" category demonstrated lower mean values compared to the other category results.

Most of the participants felt that the ESEL training program had been very useful and that they had developed their socioemotional competences and got to know each other better.

A Kolmogorov-Smirnov and Shafro-Wilk's tests ($P > .05$) showed that the satisfaction scores were not normally distributed for both males and females.

The Beneficiary Satisfaction Survey results indicate that the satisfaction score from 2,748 project beneficiaries under the ESEL training program could be influenced by several factors such as age, gender, enrollment and employment status, population being measured, as well as which training session and training type.

To support self-employment, TVET curricula often includes life skills training. Rapid technological changes demand that workers continuously update their knowledge and skills. The ESEL training program and its Framework are closely related to the TVET curricula and to enhancing the capacity of individuals to adopt the practices. Thus, the average satisfaction score of children and youth who were enrolled in TVET was significantly greater than other children and youth in LLEC, secondary school and not enrolled in any type of education in ESEL training cohorts #4 and #5. It is evident from these results that the average satisfaction score of surveyed participants enrolled in LLEC (4.12) is lower than the average value (4.38) in all categories. There were statistically significant differences (ANOVA- test, $P < 0.05$) in eight categories between enrollment status.

The average satisfaction score of ESEL trainings #4 and #5 was significantly greater than ESEL trainings #1 and 2 except for "I am more likely to start a new business in the future". The survey findings showed a higher score in the beneficiary satisfaction in relation to the delivery of ESEL training program. This is a result of the delivery of ESEL training and its supporting resources including the ESEL Curriculum, Teacher's Manual, Student's Handbook and Blended ESEL training tools for LLEC youth, "Entrepreneur seeds" manuals for sub-grant applicants, and other activities implemented under the project including the sub-grant scheme, the School-Based Enterprise (SBE) initiative, and an opportunity to participate in a youth-led "Entrepreneur Club" that was established at the target schools following the completion of the ESEL training in project soums.

As per data analysis, results revealed that there was a statistically significant difference ($P < 0.05$) in 7 categories. The results obtained from the satisfaction survey indicate a positive and significant improvement in ESEL training cohorts #4 and #5.

When comparing satisfaction scores of 8 categories by gender, it is evident that the average satisfaction scores of females is higher than that of males. There were statistically significant differences (T- test, $P < 0.05$) in 8 categories between females and males.

Participants found the ESEL training program very useful for managing everyday problems of interaction in social settings. They especially appreciated the program's effect of increasing self-confidence in communications.

The satisfaction score varies significantly by employment status. The survey findings showed that there were statistically significant differences (T- test, $P < 0.05$) in "Class participation and interactions were encouraged" (Sig or P value - .030) and "My entrepreneurial knowledge and skills have increased" (P value - 0.037) between employed and unemployed youth. Moreover, there is no variation in satisfaction score between regular (in-class) and Blended ESEL trainings (T- test, $P < 0.05$).

By aimag, Khovd (4.50) exhibited the highest level of satisfaction amongst all aimags. This was followed by Gobisumber (4.40) and Zavkhan (4.35) aimags. Uvurkhangai (4.31), Sukhbaatar (4.33) and Zavkhan (4.35) aimags exhibited a below average score. There are significant differences ($P < 0.05$) in overall 8 categories across 5 aimags.

The satisfaction scores of participants range from 4.43 among 13-15 years, 4.35 in 16-18 years, 4.27 for 19-21 years, 4.29 for 22-24 years, to 4.27 for 25-27 years, so age appears to be a significant factor in satisfaction scores. This value decreases as age increases.

To investigate the relationships between the eight categories, enrollment status, and the ESEL training session, Pearson's r Correlation Coefficient was calculated. A strong positive ($r = 0.609$, $P < 0.01$) and moderate positive relationship were found between the categories ($0.422 < r < 0.582$, $P < 0.01$), respectively.

The average satisfaction scores of females aged 13-15 years in ESEL training cohorts #4 and #5 who attended both regular and Blended ESEL training and were enrolled in secondary school or in TVET from Gobisumber and Khovd aimags are greater and above the average value compared with the other categories within the groups.

For Blended ESEL trainings of #4 and #5, 69.43% of beneficiaries were satisfied with the instructions provided in the tablet. Conversely, 4.22% of children and youth were dissatisfied with it. The surveyed children and youth were also asked about what needed improving in future in order to increase the quality of the training. A high percentage of respondents noted the video lessons (31.7%), followed by the training content (30.4%), the training equipment (29.7%) and the exercises/assignments (28.4%).

Beneficiary satisfaction level for ESEL training sessions #1, 2, 4 and #5. The results of the survey show that the beneficiary satisfaction with ESEL training programs #1,2, 4 and #5, is 93.1%, a very satisfied level. 94.9% of the children and youth who participated in the study agreed that “The trainers/counsellors were skilled (competent) at facilitating training sessions” and exhibited the highest level of satisfaction. This is followed by 94.8% of respondents agreeing that “The training met my needs”, and 94.6% said “The training teachers/counsellors were knowledgeable in their subject area”, respectively.

As participants’ satisfaction levels range from 92.0% in ESEL training #2, 92.3% in ESEL training #1, 92.7% in ESEL training #5, to 93.6% in ESEL training #4, satisfaction with the training amongst surveyed children and youth was extremely high, and led to their being encouraged and becoming highly motivated.

Beneficiary satisfaction score for ESEL training sessions #1 and #2. The overall satisfaction score for Beneficiary satisfaction survey of ESEL training #1 and #2 was 4.25. Beneficiaries were generally satisfied with the ESEL training program and the project.

By category, the average satisfaction score for “I liked team work” was highest at 4.40. This was followed by scores for “The topics and content covered in the training were appropriate” (4.35), “Organization of the training was good” (4.29) and “The way how team was formed was good” (4.28), respectively. Conversely, the average satisfaction score for “The information given before the training and what was covered in the training were similar” was lowest at 4.08.

Kolmogorov-Smirnov and Shafro-Wilk’s tests ($P > .05$) showed that the satisfaction scores were not normally distributed for both males and females.

When the data is disaggregated by enrollment status, average satisfaction scores for “I liked team work” were highest among children and youth (4.41) enrolled in secondary school, followed by not enrolled in any types of education/out-of-school youth (4.35) and LLEC (4.20), respectively. Average satisfaction score for “The information given before the training and what was covered in the training were similar” was the lowest among children and youth of LLEC (3.60), followed by secondary school (4.08). There is no variation in satisfaction score pattern between age group and enrollment status (ANOVA test, $P < 0.05$) due to limited sample size.

The group of females appeared to demonstrate significantly higher rates of satisfaction scores compared with males. Results revealed that there was a statistically significant difference (T- test, $P < 0.05$) in 2 categories between females and males.

Comparison satisfaction scores between ESEL training #1 and #2 shows that the trainings differed from each other. It was observed that the average scores in 3 categories as well as “The topics and content covered in the training were appropriate”, “The way how team was formed was good” and “I liked team work” were above average value (4.25). The survey findings showed no statistically significant differences (T- test, $P < 0.05$) between ESEL trainings #1 and #2, and also between employed and unemployed youth.

Comparison of the 10 different statements relating to entrepreneurship and socioemotional learning training among aimags indicate that there was similarity between Zavkhan and Uvurkhangai aimags in all categories. While satisfaction scores of other 3 aimags were quite different from each other in relation to all statements. It was observed that the highest aimag satisfaction scores for "I liked teamwork" were given by Sukhbaatar aimag. 6 categories of Sukhbaatar exhibited the higher score among all aimags. There are significant differences ($P < 0.05$) in 7 categories across 5 aimags.

While the differences in satisfaction scores between the highest (Sukhbaatar and Khovd) and the lowest (Uvurkhangai) aimags are statistically significant, differences in average satisfaction score across the other aimags are also statistically significant, due to significant intra-aimag variations.

A moderate positive ($0.411 < r < 0.535$, $P < 0.01$) and low positive relationship was found between the categories ($0.213 < r < 0.387$, $P < 0.01$), respectively. There was no statistically significant relationship found between school enrollment, ESEL training and 10 categories.

The average satisfaction scores of females aged 13-15, and 19-21 years who attended ESEL trainings #1 and #2 and who were enrolled in secondary school or unemployed from Gobisumber, Khovd and Sukhbaatar aimags are greater and above the average compared with the other categories within the groups.

Beneficiary satisfaction level for ESEL training sessions #1 and #2. Overall, 92.0 percent of beneficiaries were satisfied with ESEL training programs #1 and #2, especially their usefulness and results. It is clear from the results that 95.9% of the children and youth who participated in the study agreed that "The topics and content covered in the ESEL training were appropriate", and they were also satisfied. Majority of the respondents (94.8%) agreed that "I liked team work" and "Organization of the training was good". About 92.5% said they have become more proactive.

The satisfaction level of surveyed participants in ESEL training #2 was greater than for ESEL training #1, 92.5% and 91.3%, respectively. There is no more significant training session variation in satisfaction level among youth.

Drop-out survey from children and youth. The drop-out rate was 4.7 percent. The proportion of drop-out children is much higher in Zavkhan, Uvurkhangai and Khovd aimags compared with the other two aimags of Gobisumber and Sukhbaatar within the delivery of ESEL trainings #1 and #2. Overall, approximately, 49% of surveyed respondents reported they left the training at the beginning, 35.56% responded they left the training midway, and 15.56% reported leaving toward the end of the training.

A question was asked of participants about the reasons that had affected their discontinuing ESEL training. According to the findings, 60.7% ($n=82$) of the participants reported personal reasons, 32.6% said COVID -19 related matters, 15.6% reported other rea-

sons, such as preparing for the General Entrance Exam, migration to other soums/aimags, school workload, lack of motivation, the need to assist with household chores and health problem etc.

When asked what their personal reasons for non-attendance were, respondents reported insufficient time for training due to: a) school – 25.19%, b) employment - 8.89%, c) herding - 2.22%, participation in other extracurricular activities – 8.15%, poor health condition – 2.22%, and participation in another similar training - 1.48% etc.

Participants were also asked whether they would participate if the training was made available again and if it combined both online and in-person modalities, 75% and 66.7% of surveyed participants said they would be very and somewhat likely to continue the training, respectively.

Moreover, participants were asked what the project team could have done to facilitate continued participation in the ESEL training. The data showed that 31.1% of children and youth said that training schedule needs to be changed or adjusted, followed by 20.7% nominating for increasing active participation by the attendees, and 12.6% said improving the organization of the training.

Recommendations

The following recommendations are based on the survey's findings:

1. In future surveys, it may be necessary to simplify the questions as some were difficult to understand for beneficiaries of different age groups and school enrollment status.
2. Combining three rounds of the beneficiary satisfaction survey (survey monkey and google form, different questionnaires) is not recommended, as it complicates the data processing.
3. Wider dissemination of the detailed evidence-based and experience sharing meetings and guidelines would help reduce gaps between stakeholders' knowledge, expectations and capabilities on how best to mobilise children and youth ESEL knowledge, skills and mindset, as well as encourage trainers/counsellors who may have limited information and experience.
4. As children and youth were generally satisfied with the ESEL training program, the way forward would be to maintain the current situation and focus on improving the satisfaction score of children and youth who scored below average at soum and aimag level.
5. The length of the training and the length of one lesson were appropriate for the ESEL training program and the current number of sessions and their allocated running time should continue.

6. Study why the children and youth of Khovd and Sukhbaatar aimag exhibited the highest level of satisfaction and implement these best practices in the other aimags.
7. Use the advantages and efficiency of ESEL training #4 for further training to maximise its usefulness and results.
8. Include more male students in the ESEL training program and increase their level of participation.
9. Blended learning training is found to better meet the learning needs of target youth at risk of dropping out of the ESEL training.
10. Participants' suggestions and the survey findings on improvements to the quality of training were to first improve the quality and number of video lessons, followed by improving training content, training equipment and exercises/assignments in that order.
11. Increase community and public awareness of the overall project at all levels, using a fact sheet and infographics of key findings from the beneficiary satisfaction survey.
12. It can be concluded from the key findings that the project needs to make some strategic and operational adjustments to training delivery in future rounds to facilitate the integration of ESEL skills development into the secondary school curriculum and youth skills development programs.
13. It is important to build capacity and conduct knowledge transfer sessions at national level by delivering the Training of Trainers (ToT) of ESEL program in coordination with the Ministry of Education and Science (MES), National Authority for Education, Institute of Education of Mongolia.



1.

Background and Project description

1. Background and Project description

Save the Children is implementing a 5.5 -year project “Entrepreneurship-Focused Socioemotional Skills for the Most Vulnerable Youth in Rural Mongolia” (2019-2025) in 29 soums of Khovd, Zavkhan, Uvurkhangai, Gobisumber, and Sukhbaatar provinces. The project is supported by a grant from the Japan Social Development Fund (JSDF) and managed by the World Bank (WB).

In rural areas of Mongolia, youth and teenagers are facing great difficulties due to lack of jobs and skills. Therefore, the project aims to increase young people’s academic performance and prepare them for employment by providing socioemotional skills and entrepreneurship education required by today’s labor market.

In 2021, the unemployment rate in Mongolia stood at approximately 7.08 percent. According to the Provincial Competitiveness Study by the Economic Policy and Competitiveness Research Centre (2020), the unemployment rate ranges from 5% in Zavkhan, 6.3% in Uvurkhangai, 7.6% in Sukhbaatar, 10% in Gobisumber, to 11.3% in Khovd, and the labour market opportunities are extremely limited in these rural areas, leading to high inactivity among the youth.

Hence, the Entrepreneurship-Focused Socioemotional Skills for the Most Vulnerable Youth in Rural Mongolia Project aims to train vulnerable, disadvantaged youth aged 14-25 in the aforementioned rural areas for improved entrepreneurship-focused socioemotional knowledge, skills and mindset. This objective will be achieved through a school-based, community-driven program targeting 8,000 school-enrolled and out-of-school youth to support the acquisition of entrepreneurship-focused socioemotional skills that are not only linked to success in school, but are also highly valued in the labor market. The project addresses the largely unmet need for socioemotional and entrepreneurship skills that stems from extremely limited labor market opportunities and resulting in high inactivity among youth in these locations, and a job profile dominated by traditional herding, unpaid work, and self-employment in the informal sector.

When the project became effective in November 2019, implementation was planned until the end of 2023 by the Save the Children Japan Mongolia Office (SCJM) and managed by the WB. However, to improve the project’s prospect of achieving its intended outcomes, it was necessary to address two primary challenges that emerged during the last three years of project implementation: (i) the initial implementation delays and the need to adjust planned activities due to the COVID-19 pandemic; and (ii) the misalignment of key project interventions with some of the project results indicators. Hence, in consultation with the World Bank, completion of the project was extended until the end of June 2025.



2.

Overview of the ESEL training program

2. Overview of the ESEL training program

Under the Sub-Component 1.1 of developing and piloting an innovative, locally-tailored Entrepreneurship-focused Socioemotional Learning (ESEL) curriculum and training package, the ESEL training program was developed by a team of national and international consultants and rolled out from the spring of 2021. The program is designed to foster and improve the entrepreneurship-focused socioemotional knowledge, skills and mindset among the target children and youth enrolled in secondary schools, Lifelong Learning Education Centers (LLECs), and Technical and Vocational Education and Training (TVET) institutes, as well as those who are out-of-school in the project-supported soums.

The core of the ESEL Framework focuses on the acquisition of 5 knowledge (1. Entrepreneurship fundamentals, Business Planning, Mobilizing and Implementing, Financial Literacy, and Digital Literacy), 6 Skills with respective sub-skills (Self-Awareness, Social and Cultural Awareness, Creativity and Innovation, Communication, Teamwork, and Critical Thinking), and 2 Mindset (Growth Mindset and Entrepreneurial Mindset). These components of the ESEL Framework are intended to be developed through tasks and assignments based on examples, case stories and experiences drawn from entrepreneurship contexts.

To date, over 7,900 children and youth have participated in the ESEL training program which was delivered in 6 cohorts/sessions between March 2021 and February 2024. The next, the last cohort of the training, is planned to be implemented in autumn 2024.

As a part of the ESEL training program, a beneficiary satisfaction survey was administered to the training participants at the conclusion of each training round to determine their level of satisfaction with the training, gauge their perceptions and experience of the training, and to identify areas for improvement in the training delivery to better meet their expectations and needs.

This analysis of the beneficiary satisfaction surveys includes three rounds of the beneficiary satisfaction surveys carried out for four cohorts of ESEL training including ESEL training #1 & 2, 4 and 5².

² For ESEL training #1 and #2, one Beneficiary satisfaction survey was conducted after the completion of both sessions and the survey participants were randomly selected. In other words, the survey combined the randomly selected participants in one survey. As for the ESEL training #4 and #5, two independent beneficiary satisfaction surveys were administered at the end of each training session for all training participants.

In total, 2,748 children were surveyed in five aimags (provinces), of whom 388 (14.1% and ESEL training #1 and 2) were in the first round, 1,528 (55.60% and ESEL training #4) in the second round, and 832 (30.3% and ESEL training #5) in the third round.

In addition to the beneficiary satisfaction survey, a follow-up survey of drop-outs (herein-after referred to as a drop-out survey) was also conducted in the spring of 2022 for ESEL trainings #1 and #2 drop-outs to identify their reason(s) for leaving the ESEL training program midway. The drop-out survey was implemented after more than 13.7 % of training participants had left the training during the two initial training rounds. Altogether 135 children and youths between 13 and 27 years participated in the survey.

2.1. Objectives of the survey

The Beneficiary satisfaction survey aimed to assess the overall satisfaction levels of the training participants³ and their progress with regard to the ESEL training program.

The school drop-out survey intended to identify the youth's reasons for leaving the ESEL training program and determine how to better meet the learning needs of the target youth at risk of dropping out of the ESEL training.

The surveys included questions tailored to the specific target groups, thereby contributing to a more robust and practical framework from which future improvements could be designed.

³ The project's direct beneficiaries are vulnerable and disadvantaged school-aged boys and girls and out-of-school youth in the country's poorest soums. These include children and youths whose parents engage in subsistence herding, who come from poor households or who perform poorly in school examinations. These children are at high risk of dropping out of school. The fourth target group consists of youth under the age of 25 years who have already dropped out of school.



3.

Survey Methodology

3. Survey Methodology

3.1. Study Approach

The assessment used quantitative methods. The method employed was a self-assessment, multi-indicator survey designed to assess the training participants' learnings and level of satisfaction with the ESEL training delivery and explore a number of different and diverse factors related to the training and drop outs. The survey used random and non-random selection criteria in order to ensure that the results could be generalized at the individual level for the entire study area. The survey used aimag and soums for primary geographical stratification.

3.2. Survey Scope

The survey took place across 5 aimags and their 29 soums in Mongolia. The following aimags are covered:

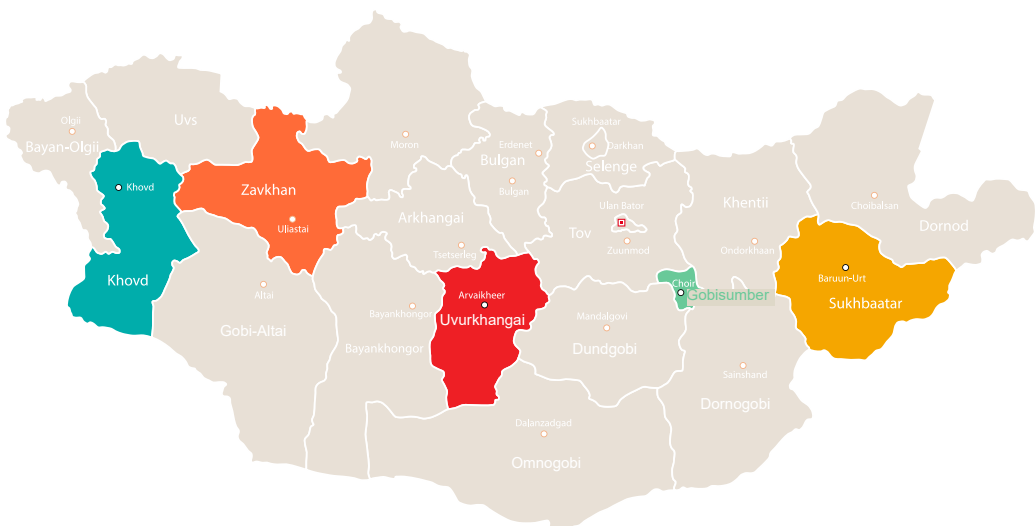
1. Khovd

2. Zavkhan

3. Uvurkhangai

4. Sukhbaatar

5. Gobisumber



3.3. Sampling Method and Sample Size

The sampling process was the random selection of children youth for data/information collection via Survey monkey for the first round of the beneficiary satisfaction survey. A drop-out survey covering the youth from ESEL training session #1 and 2 also employed Survey monkey. The second and third rounds of the beneficiary satisfaction survey was a non-random selection of participants in each soum with the data collection via Google form.

The following table provides information about the number of surveyed children and youth in each aimag and soum where the survey was conducted. Data from a total of 2,748 children and youth were available for analysis after data cleaning. The actual non-response rate was 0.6 percent.

Table 1.
Number of surveyed children and youth by aimags, soums, gender and training sessions

#	Aimags	Soums	ESEL training session			Gender		Total	
			ESEL #1 & #2	ESEL #4	ESEL #5	Male	Female		
1	Gobisumber	Shiveegobi	5	5	71	-	22	59	81
2		Sumber	8	2	138	216	164	200	364
		Total	13	7	209	216	186	259	445
3	Khovd	Bulgan	8	33	116	66	88	135	223
4		Jargalant	-	-	16	49	29	36	65
5		Mankhan	4	13	50	-	34	33	67
6		Must	6	8	46	16	38	38	76
7		Uyench	8	10	45	1	21	43	64
8		Zereg	6	10	48	20	47	37	84
9		Altai	5	11	50	2	28	40	68
		Total	37	85	371	154	285	362	647
10	Sukhbaatar	Baruun-Urt	-	-	20	66	40	46	86
11		Bayandelger	4	-	64	-	21	47	68
12		Erdenetsagaan	3	4	47	2	14	42	56
13		Munkhkhaan	3	5	81	21	65	45	110
14		Ongon	4	5	49	20	45	33	78
		Total	14	14	261	109	185	213	398
15	Uvurkhangai	Arvaikheer	-	-	19	13	11	21	32
16		Bat-Ulzii	6	4	43	-	8	45	53
17		Bogd	4	7	58	-	20	49	69
18		Guchin-Us	5	5	-	-	5	5	10
19		Kharkhorin	20	27	94	65	98	108	206
20		Khujirt	9	4	36	5	18	36	54
21		Sant	2	8	15	3	12	16	28
22		Uyanga	10	10	71	105	82	114	196
		Total	56	65	336	191	254	394	648
23	Zavkhan	Bayantes	6	15	49	-	33	37	70
24		Ikh-Uul	7	9	69	3	20	68	88
25		Telmen	3	13	33	18	36	31	67
26		Tes	7	7	49	-	28	35	63
27		Tosontsengel	7	10	107	104	82	146	228
28		Tudevtei	6	7	24	-	21	16	37
29			Uliastai	-	-	20	37	20	37
		Total	36	61	351	162	240	370	610
	Grand total	Number	156	232	1528	832	1150	1598	2748
		Percent	5.7	8.4	55.6	30.3	41.8	58.2	100

3.4. Analyzing strategy

The estimation of the survey was evaluated in details as follows:

- Testing for Normality using SPSS Statistics.
- Analyzing data, disaggregation by gender, age group, school enrollment, and employment status, ESEL training #1, 2, 4 and #5, by aimags and soums.
- A comparative analysis conducted between gender, age group, school enrollment, and employment status, ESEL training #1, 2, 4 and #5 and aimags of the beneficiary satisfaction survey to evaluate the observed changes and progress.
- Independent T-test: Independent T-test is used to determine whether there is a significant difference between the means of the subgroups between gender, employment status and training type.
- One-way ANOVA: The statistical test ANOVA is used to determine whether there are any statistically significant differences between the means of three or more independent (unrelated) groups as well as enrollment status, age group, ESEL training #1, 2, 4 and #5, and aimags.

Dependent variables-18 in ESEL training #1, 2

Dependent variables-8 in ESEL training #4, 5

ESEL knowledge

ESEL skills

ESEL mindset

Training evaluation



INDEPENDENT VARIABLES

Gender

Age group

Enrollment
status

Employment
status

ESEL training
#1, 2, 4 and #5

Aimag

Soum

3.5. Data analysis

All data were analyzed with SPSS (Statistical Package for Social Sciences) software for Windows Version 24.0 (SPSS, Inc, Chicago, IL, USA). Data were weighted against where appropriate to account for differences in population among the primary sampling units. The categorical data were presented as numbers and percentages. Some variables, 18 indicators relating to the ESEL knowledge, skills, mindsets, and training evaluations were reported using descriptive statistics of minimum, maximum, mean, standard error, standard deviation, variance, skewness and kurtosis.

...the success
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4.

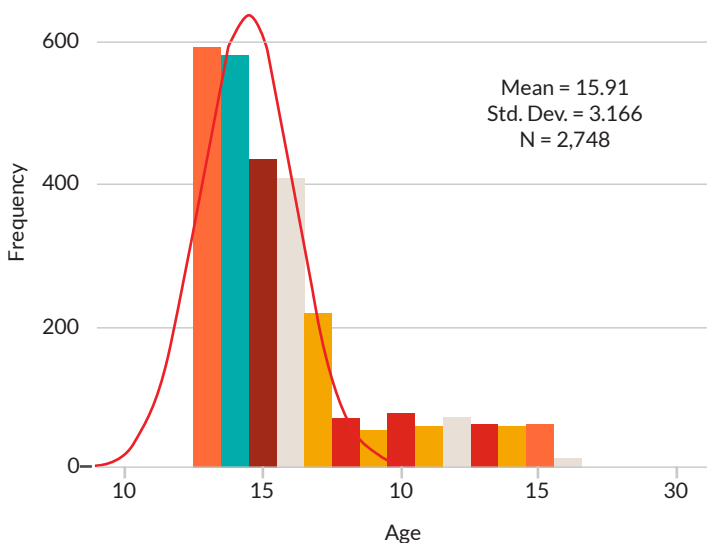
Survey Findings

4. Survey Findings

4.1. Findings on Beneficiary satisfaction survey from children and youth

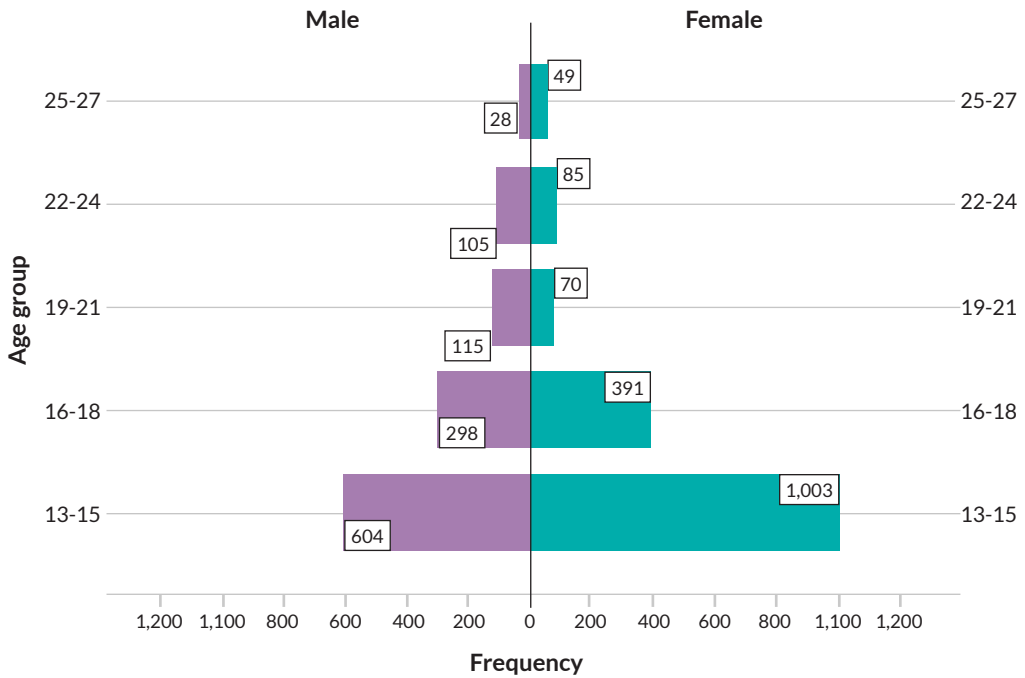
Altogether 2,748 children and youth between the age of 13 and 27 years were studied. Of these, 41.8% were males, and 58.2% were females. The average age of youth is 16 years with a standard deviation of 3.2 years. The surveyed respondent's ages were not normally distributed (Figure 1). The weighted age and sex distribution of the survey population is provided in Figure 2.

Figure 1.
Surveyed respondents' age distribution



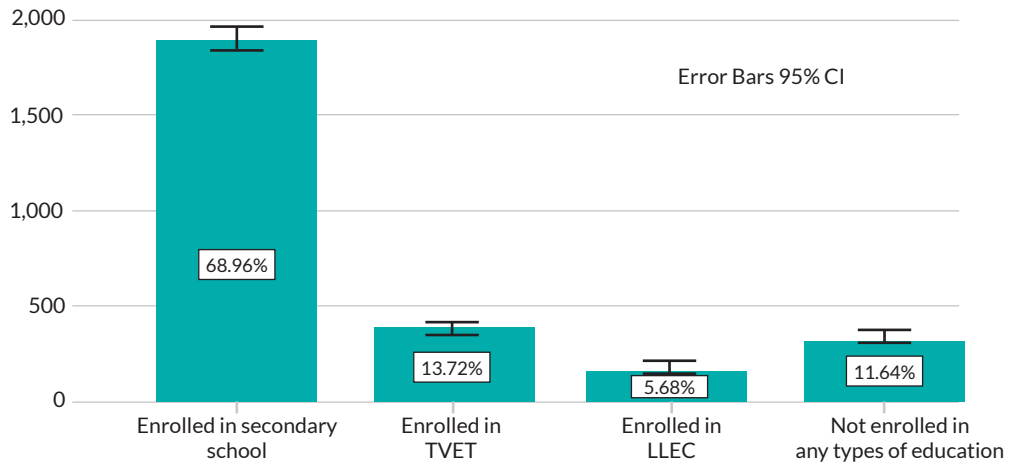
The sample was divided into 5 groups according to their age. Most respondents (58.5%) were between 13 and 15 years old, 25.1% were between 16 and 18 years old, 6.7% between 19 and 21 years old, and 6.9% between 22 and 24 years old. A further 2.8% of the respondents were between 25 and 27 years old.

Figure 2.
Surveyed respondents' age group, by gender (n=2,748, 1,150 males and 1,598 females)



The majority of the respondents (68.96%) were enrolled in secondary school, 13.72% in TVET, and 5.68% in LLEC, and 11.64% were not enrolled in any type of education⁴ as respectively shown below (Figure 3).

Figure 3.
Enrollment status (n=2748)



⁴ Each training participant excluding the those who left the training midway took part in the Beneficiary satisfaction survey. The survey questionnaire such as out-of-school youth divided into a). employed and b). unemployed.

Of the 849 respondents, 11.3% or 96 youth were employed at the time of the survey, followed by the unemployed who made up 88.7% of the sample.

77.4 percent of total 2,360 beneficiaries of ESEL #4 and #5 training programs attended the regular ESEL training (in-class/face-to-face training) and 22.6% attended the Blended ESEL training⁵ (a combination of at-home and in-class training wherein the participants took the first few weeks of the training).

4.1.1. Beneficiary satisfaction score for ESEL trainings #1, 2, 4 and #5

Figure 4.
Beneficiary satisfaction score for ESEL training #1, 2, 4 and #5



⁵ In response to the COVID-19 restrictions and the difficulty of reaching out to the youth living in remote areas during the pandemic, as well as considering the season-based rural lifestyle, a new modality of ESEL training has been developed. Blended ESEL training, a combination of both in-person and online modalities, is delivered as an alternative mode for the ESEL training to better accommodate the learning needs of LLEC and out-of-school youth as well as to support in-school youth during the possible future school closures and remote learning periods under the current hybrid learning system. The first round of the Blended ESEL training was rolled out under the ESEL training #4 in autumn 2022. Participants of two cohorts of Blended ESEL training were surveyed in beneficiary satisfaction survey analyzed in this report.

Survey participants were given 8 different statements relating to entrepreneurship and socio-emotional learning (ESEL #1, 2, 4 and 5) training and asked to evaluate their satisfaction with the training by choosing one of the five options: Strongly agree, Agree, Disagree, Strongly disagree, and Neutral. While entering data, Strongly disagree was coded 1, while Disagree, Agree, and Strongly agree were coded 2, 4, and 5, and Neutral was coded 3, respectively.

Based on a five-point scale (1 = minimum, 5 = maximum), the overall satisfaction score for the Beneficiary satisfaction survey of ESEL training #1, 2, 4 and #5 was 4.38. The results obtained from the satisfaction survey indicate that beneficiaries were generally satisfied with ESEL training program and the project.

By category, the average satisfaction score for "The ESEL trainers/counsellors were skilled (competent) at facilitating the training sessions" was the highest at 4.47. This was followed by scores for "The training teachers/counsellors were knowledgeable in their subject area" (4.46) and "Class participation and interactions were encouraged " (4.40) and "I am more likely to start a new business in the future" (4.40), respectively. "My teamwork skills have improved" category demonstrated lower mean values compared to the results of other categories (Figure 4 and Table 2).

Table 2.

Descriptive statistics of ESEL knowledge, skills and mindset and training evaluations for ESEL trainings #1, 2, 4 and #5

#	Indicators	n	Mean	Std. Error of Mean	Std. Deviation	Variance	Skewness	Kurtosis
1	The training met my needs.	2748	4.36	0.01	0.63	0.40	-0.97	2.62
2	The training teachers/ counsellors were knowledgeable in their subject area.	2748	4.46	0.01	0.66	0.43	-1.32	2.95
3	The trainers/ counsellors were skilled (competent) at facilitating training sessions.	2748	4.47	0.01	0.64	0.41	-1.28	2.86
4	Class participation and interactions were encouraged.	2748	4.40	0.01	0.66	0.43	-1.15	2.68
5	My entrepreneurial knowledge and skills have increased.	2748	4.36	0.01	0.68	0.46	-1.09	2.46
6	I am more likely to start a new business in the future.	2748	4.40	0.01	0.67	0.45	-1.28	3.24
7	My teamwork skills have improved.	2748	4.25	0.01	0.72	0.51	-1.00	2.03
8	I have been able to apply the knowledge and skills acquired in the training in real life settings.	2748	4.36	0.01	0.71	0.50	-1.17	2.26

Standard error of mean had 0.01 in all categories. Standard deviation ranges from 0.63 to 0.72, and variance from 0.40 to 0.51, respectively. Standard deviation indicates that the data points cluster closer to the mean—the values in the dataset are relatively consistent.

There are two main ways in which a distribution can deviate from normal: 1. Lack of symmetry (called skewness) and 2. Pointyness (called kurtosis). In normal distribution the values of skewness and kurtosis are 0. If a distribution has values of skewness and kurtosis above or below 0 then this indicates a deviation from normal. As per data of this study, those values were above and below 0.

A Kolmogrov-Smirnov and Shafro-Wilk's tests ($P > .05$) showed that the satisfaction scores were not normally distributed for both males and females (Table 3). In SPSS output, the p-value is labeled "SIG". P value is below 0.05.

Table 3.
A Kolmogorov-Smirnov and Shafro- Wilk's tests results of normality

Indicators	Gender	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
The training met my needs.		.286	1150	.000	.726	1150	.000
		.293	1598	.000	.724	1598	.000
The training teachers/counsellors were knowledgeable in their subject area.		.301	1150	.000	.710	1150	.000
		.339	1598	.000	.705	1598	.000
The trainers/counsellors were skilled (competent) at facilitating training sessions.		.308	1150	.000	.714	1150	.000
		.346	1598	.000	.699	1598	.000
Class participation and interactions were encouraged.		.274	1150	.000	.729	1150	.000
		.316	1598	.000	.725	1598	.000
My entrepreneurial knowledge and skills have increased.		.254	1150	.000	.755	1150	.000
		.297	1598	.000	.735	1598	.000
I am more likely to start a new business in the future.		.268	1150	.000	.733	1150	.000
		.315	1598	.000	.712	1598	.000
My teamwork skills have improved.		.273	1150	.000	.770	1150	.000
		.248	1598	.000	.772	1598	.000
I have been able to apply the knowledge and skills acquired in the training in real life settings.		.268	1150	.000	.758	1150	.000
		.299	1598	.000	.737	1598	.000

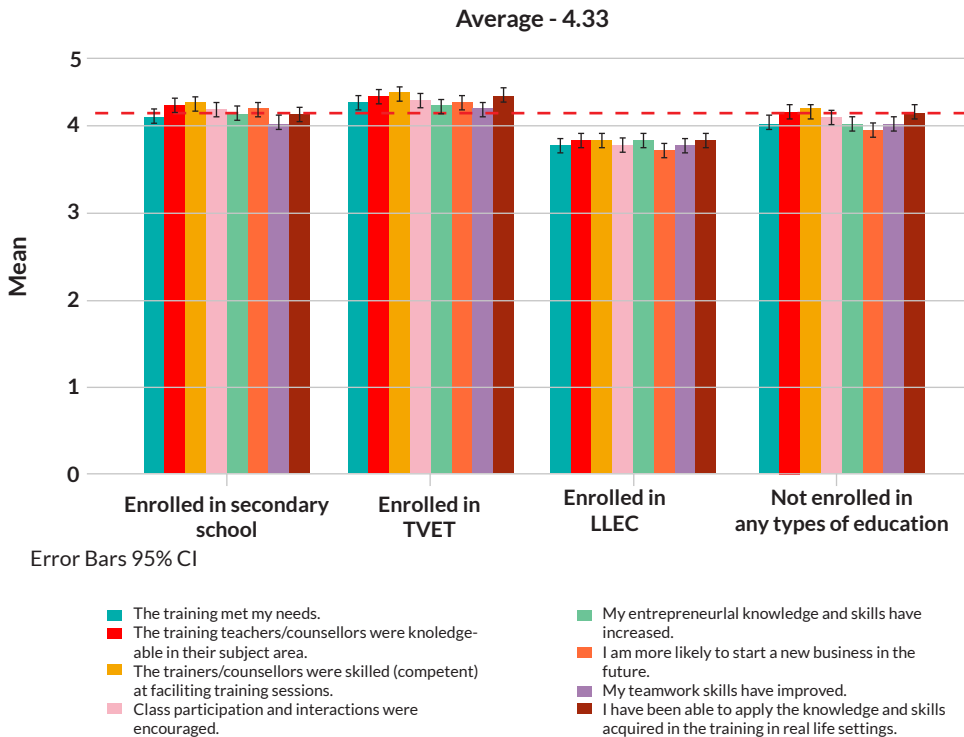
a. Lilliefors Significance Correction

Table 4.

Beneficiary satisfaction score for ESEL training sessions #1, 2, 4 and #5, by enrollment status

#	Indicators	Enrolled in secondary school		Enrolled in TVET		Enrolled in LLEC		Not enrolled in any types of education		Total	
		n	Mean	n	Mean	n	Mean	n	Mean	n	Mean
1	The training met my needs.	1895	4.38	377	4.49	156	4.13	320	4.27	2748	4.36
2	The training teachers/counsellors were knowledgeable in their subject area.	1895	4.46	377	4.57	156	4.17	320	4.43	2748	4.46
3	The trainers/ counsellors were skilled (competent) at facilitating training sessions.	1895	4.48	377	4.60	156	4.19	320	4.42	2748	4.47
4	Class participation and interactions were encouraged.	1895	4.43	377	4.51	156	4.10	320	4.31	2748	4.40
5	My entrepreneurial knowledge and skills have increased.	1895	4.37	377	4.48	156	4.11	320	4.25	2748	4.36
6	I am more likely to start a new business in the future.	1895	4.44	377	4.46	156	4.06	320	4.27	2748	4.40
7	My teamwork skills have improved.	1895	4.23	377	4.38	156	4.09	320	4.26	2748	4.25
8	I have been able to apply the knowledge and skills acquired in the training in real life settings.	1895	4.35	377	4.51	156	4.09	320	4.36	2748	4.36
	Average	-	4.39	-	4.50	-	4.12	-	4.32	-	4.38

Figure 5. Comparison satisfaction score for ESEL trainings #1, 2, 4 and #5, by enrollment status



At this moment, since the spring 2021, the program has been delivered to over 7,900 children and youth through a total of six training sessions: ESEL #1 – Spring 2021, ESEL #2 – Autumn 2021, ESEL #3 - Spring 2022, ESEL #4 – Autumn 2022, ESEL #5 - Spring 2023 and ESEL #6 – Autumn 2023. In addition to the target secondary schools and LLECs in the project soums, the training program has been extended to include the youth enrolled in TVET in the soum and aimag centers since the autumn of 2022 with the start of ESEL #4 training session. In this study, altogether 377 children and youth between the age of 13 and 26 years from TVET were included.

To support self-employment, TVET curricula often includes life skills training. Rapid technological changes demand that workers continuously update their knowledge and skills. The ESEL training program and its Framework are closely related to the TVET curricula and to enhancing the capacity of individuals to adopt the practices. Thus, the average satisfaction score of children and youth who were enrolled in TVET was significantly greater than other children and youth in LLEC, secondary school and not enrolled in any type of education in ESEL training cohorts #4 and #5 (Table 4, 5 and Figure 5).

Participants appreciated that they would apply what they had learned to analyzing their own decisions more carefully, interacting with others, regulating their emotions better, making action plans, identifying, and accessing opportunities, and increasing confidence in their own strengths.

The highest satisfaction scores for “The ESEL trainers/counsellors were skilled (competent) at facilitating training sessions” were given by youth who are enrolled in TVET (4.60), secondary school (4.48), and youth who are not enrolled in any type of education or out-of-school youth (4.42), respectively. The low score of 4.09 was posted by children and youth of LLEC for “My teamwork skills have improved”, followed by secondary school children (4.23) and out-of-school youth (4.26).

Table 5.

Beneficiary satisfaction score for ESEL training sessions #1, 2, 4 and #5, by enrollment status

#	Enrollment status	n	ESEL training #1	ESEL training #2	ESEL training #4	ESEL training #5	Average
1	Enrolled in secondary school	1895	4.26	4.25	4.42	4.45	4.39
2	Enrolled in TVET	377	-	-	4.56	4.47	4.50
3	Enrolled in LLEC	156	-	4.15	4.23	4.08	4.12
4	Not enrolled in any types of education	320	4.20	4.28	4.35	4.31	4.32
	Average	2748	4.26	4.25	4.42	4.38	4.38

It is evident from these results that the average satisfaction score of surveyed participants enrolled in LLEC (4.12) is lower than the average value (4.38) in all categories. There was statistically significant differences (ANOVA- test, $P < 0.05$) in eight categories between enrollment status (Appendix 10).

Figure 6.

Comparison satisfaction score for ESEL training sessions #1, 2, 4 and #5

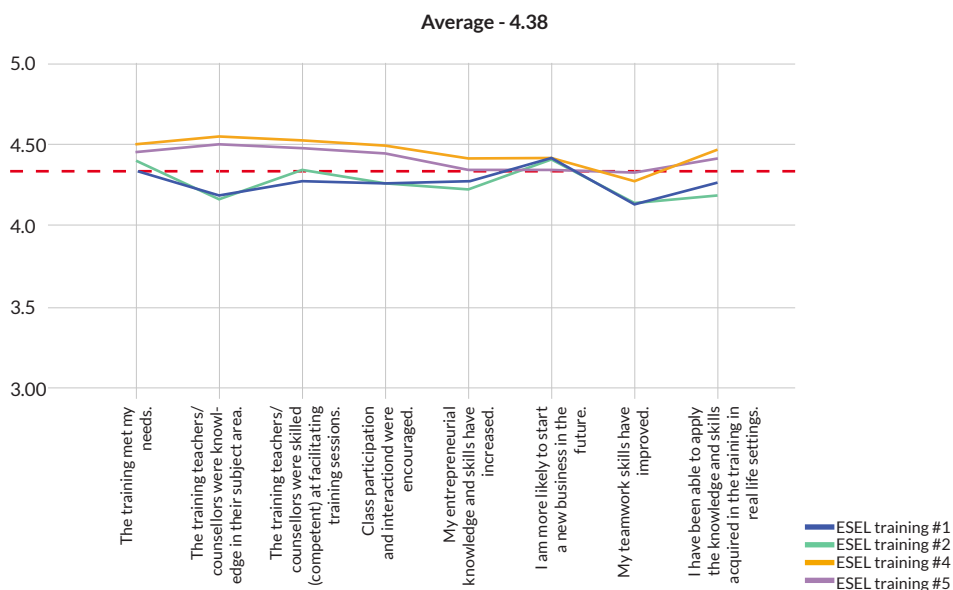


Table 6.
Beneficiary satisfaction score for ESEL training sessions #1, 2, 4 and #5

#	Categories	n	ESEL training #1	ESEL training #2	ESEL training #4	ESEL training #5	Average
1	The training met my needs.	2748	4.30	4.37	4.38	4.36	4.36
2	The training teachers/ counsellors were knowledgeable in their subject area.	2748	4.15	4.12	4.52	4.48	4.46
3	The trainers/counsellors were skilled (competent) at facilitating training sessions.	2748	4.27	4.33	4.52	4.46	4.47
4	Class participation and interactions were encouraged.	2748	4.27	4.28	4.44	4.40	4.40
5	My entrepreneurial knowledge and skills have increased.	2748	4.29	4.24	4.39	4.35	4.36
6	I am more likely to start a new business in the future.	2748	4.44	4.40	4.42	4.35	4.40
7	My teamwork skills have improved.	2748	4.10	4.10	4.26	4.29	4.25
8	I have been able to apply the knowledge and skills acquired in the training in real life settings.	2748	4.24	4.17	4.41	4.36	4.36
	Average	-	4.26	4.25	4.42	4.38	4.38

In three rounds of the beneficiary satisfaction survey carried out between the spring of 2022 and spring of 2023, a total of 2,748 children were surveyed in five aimags, of whom 388 (14.1% and ESEL training #1 – Spring 2021, and ESEL training #2 - Autumn 2021) were in the first round, 1,528 (55.60% and ESEL training #4 – Autumn 2022) in the second round, and 832 (30.3% and ESEL training #5 - Spring 2023) in the third round. To highlight, the beneficiary satisfaction survey of ESEL training #4 was held after one year after the ESEL training #2.

As shown in the above figure, the average satisfaction score of ESEL training #4 and #5 was significantly greater than ESEL training #1 and 2 except for only “My teamwork skills have improved”. The survey findings showed that there is a significant improvement in the beneficiary satisfaction score providing socioemotional skills and entrepreneurship education. This is a result of the delivery of ESEL training and its supporting resources including the ESEL Curriculum, Teacher’s Manual, Student’s Handbook and Blended ESEL training tools for LLEC youth, “Entrepreneur seeds” manuals for sub-grant applicants, and other activities implemented under the project including the sub-grant scheme, the School-Based Enterprise (SBE) initiative, and an opportunity to participate in a youth-led “Entrepreneur Club” that was established at the target schools following the completion of the ESEL training in project soums.

The statistical test ANOVA conducted whether there are any statistically significant differences between ESEL training #1, 2, 4 and #5. As per data of beneficiary satisfaction survey, results revealed that there were statistically significant differences ($P < 0.05$) in the below 7 statements:

Table 7.
Mean comparison ANOVA test results, by ESEL training sessions

#	Dependent variable	ESEL training (I)	ESEL training (J)	Mean difference (I-J)	Std. Error	P value
1	The training teachers/ counsellors were knowledgeable in their subject area.	ESEL training #4	ESEL training #1	.374 [*]	0.55	.000
			ESEL training #2	.406 [*]	0.46	.000
		ESEL training #5	ESEL training #1	.330 [*]	0.57	.000
			ESEL training #2	.362 [*]	0.48	.000
2	The trainers/counsellors were skilled (competent) at facilitating training sessions.	ESEL training #4	ESEL training #1	.246 [*]	0.54	.000
			ESEL training #2	.188 [*]	0.45	.000
		ESEL training #5	ESEL training #1	.184 [*]	0.56	.006
			ESEL training #2	.126 [*]	0.48	.040
3	Class participation and interactions were encouraged.	ESEL training #4	ESEL training #1	.171 [*]	0.55	.011
			ESEL training #2	.159 [*]	0.46	.003
		ESEL training #5	ESEL training #1	.126 [*]	0.49	.049
4	My entrepreneurial knowledge and skills have increased.	ESEL training #4	ESEL training #2	.143 [*]	0.48	.015
5	I am more likely to start a new business in the future.	ESEL training #4	ESEL training #5	.075 [*]	0.29	.049
6	My teamwork skills have improved.	ESEL training #4	ESEL training #2	.158 [*]	0.50	.009
			ESEL training #1	.189 [*]	0.63	.013
		ESEL training #5	ESEL training #2	.193 [*]	0.53	.002
7	I have been able to apply the knowledge and skills acquired in the training in real life settings.	ESEL training #4	ESEL training #1	.166 [*]	0.59	.026
			ESEL training #2	.237 [*]	0.50	.000
		ESEL training #5	ESEL training #2	.186 [*]	0.52	.002

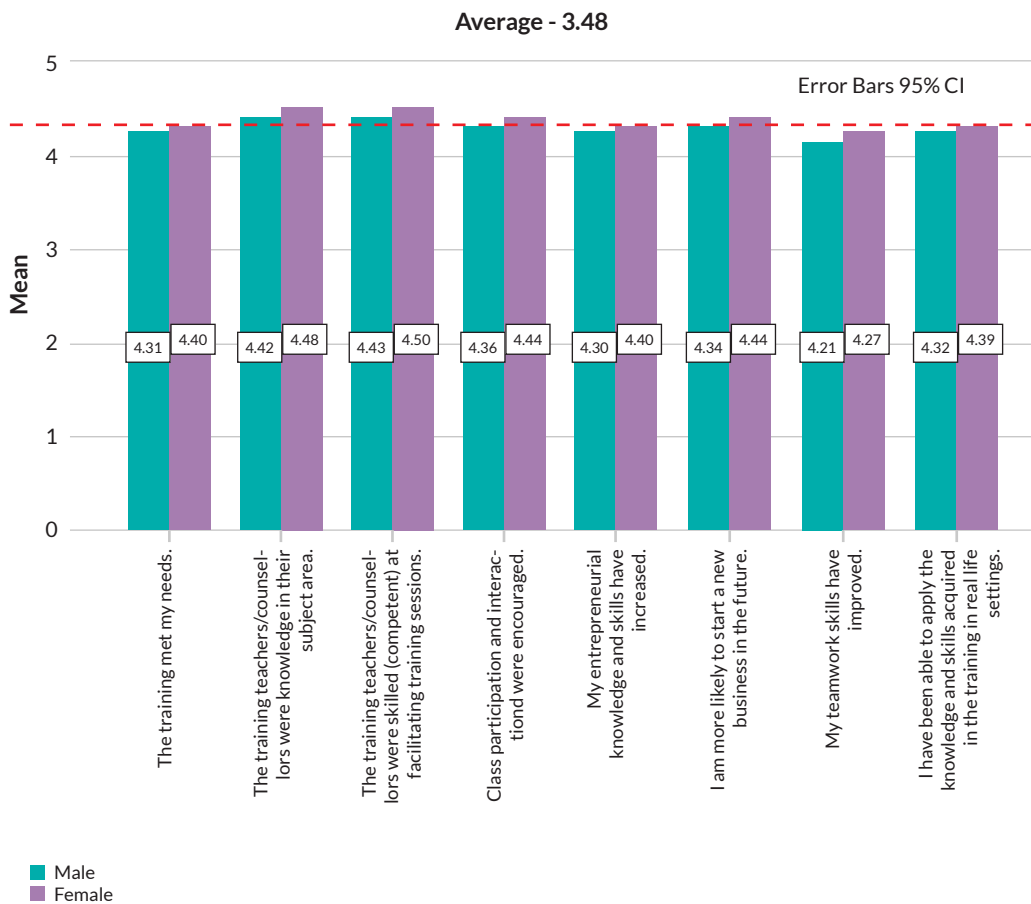
⁶*. The mean difference is significant at the 0.05 level.

In order to get a sense of how gender and location affected the satisfaction level of 8 categories, the results are disaggregated by gender and location. When comparing satisfaction scores of 8 categories by gender, it is noticeable that the average satisfaction scores of females has higher rates compared with such of males (Figure 7).

⁶ A p-value of 0.05 or lower is generally considered statistically significant. There were statistically significant differences between ESEL training #1, 2, 4 and #5.

There were statistically significant differences (T- test, $P < 0.05$) in 8 categories between males and females.

Figure 7.
 Comparison satisfaction score for ESEL training #1, 2, 4 and #5, by gender



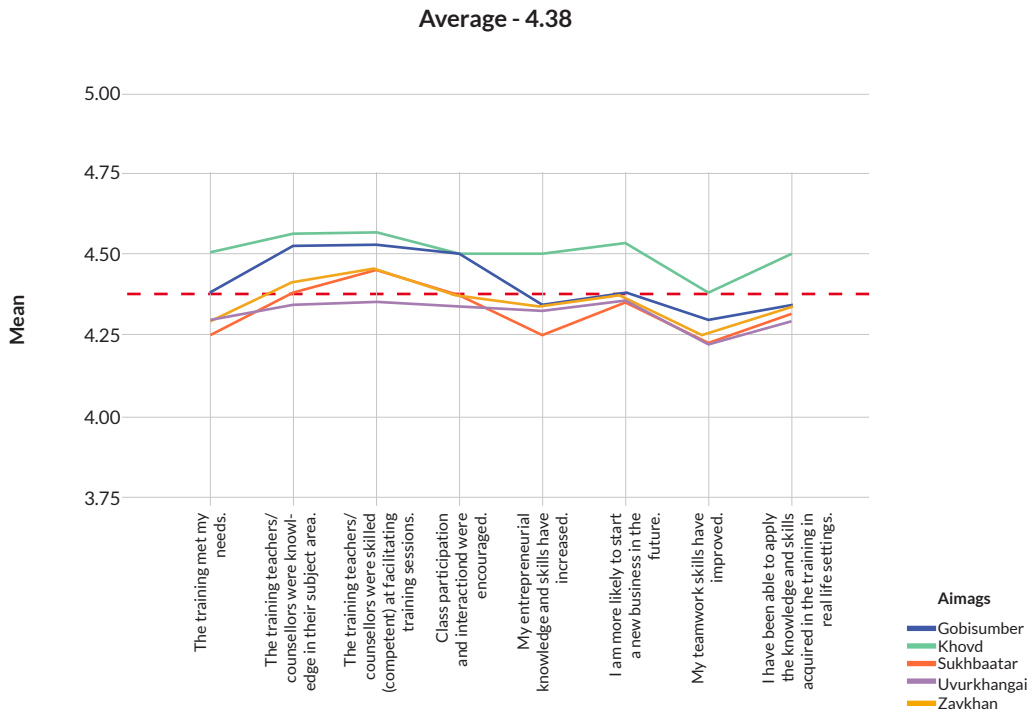
Moreover, when comparing the 8 different statements relating to entrepreneurship and socioemotional learning training amongst 5 aimags indicated that the satisfaction score of the individuals was quite different from each other with regards to almost all categories. It is evident that average satisfaction scores of the most of the categories are relatively good across the aimags.

By aimag, Khovd (4.50) exhibited the highest level of satisfaction amongst all aimags. This was followed by Gobisumber (4.40) and Zavkhan (4.35) aimags. Sukhbaatar (4.33) and Uvurkhangai (4.31) aimags exhibited the below the average score (Figure 8 and Table 8).

As shown in the Figure 8, Uvurkhangai aimag appeared to demonstrate below the average score for overall 8 categories.

Figure 8.

Comparison satisfaction score evaluations for ESEL training sessions #1, 2, 4 and #5, by aimag



Group statistics of the 8 categories of satisfaction score by aimag is shown Table 8. This table describes the number of sample size and mean of each 8 categories. The means represent the average satisfaction score with overall scores for the groups on a five-point scale. One can see clearly that the highest average satisfaction scores for “Training teachers/counsellors were knowledgeable in their subject area and skilled (competent) at facilitating training sessions” were 4.57 as reported by children and youth 13-27 years of age of Khovd aimag. This was followed by “I am more likely to start a new business in the future” (4.54) in Khovd aimag.

Table 8.

Comparison satisfaction score evaluations for ESEL training sessions #1, 2, 4 and #5, by aimag

#	Indicators	n	Gobisumber	Khovd	Sukhbaatar	Uvurkhangai	Zavkhan	Average
1	The training met my needs.	2748	4.38	4.49	4.27	4.33	4.32	4.36
2	The training teachers/ counsellors were knowledgeable in their subject area.	2748	4.52	4.57	4.41	4.34	4.43	4.46
3	The trainers/ counsellors were skilled (competent) at facilitating training sessions.	2748	4.52	4.57	4.46	4.36	4.45	4.47
4	Class participation and interactions were encouraged.	2748	4.48	4.49	4.37	4.32	4.37	4.40
5	My entrepreneurial knowledge and skills have increased.	2748	4.33	4.49	4.26	4.32	4.33	4.36
6	I am more likely to start a new business in the future.	2748	4.39	4.54	4.32	4.34	4.38	4.40
7	My teamwork skills have improved.	2748	4.27	4.37	4.19	4.20	4.19	4.25
8	I have been able to apply the knowledge and skills acquired in the training in real life settings.	2748	4.35	4.48	4.33	4.29	4.35	4.36
	Average	-	4.40	4.50	4.33	4.31	4.35	4.38

The statistical test ANOVA conducted on whether there are any statistically significant differences among aimags. The results revealed that there are significant differences ($P < 0.05$) in overall 8 categories across 5 aimags as well (Table 9).

While the differences in satisfaction score between the highest (Khovd and Gobisumber) and the lowest (Uvurkhangai) aimags are statistically significant, the differences in average satisfaction score across other aimags are also statistically significant, due to significant intra-aimag variations.

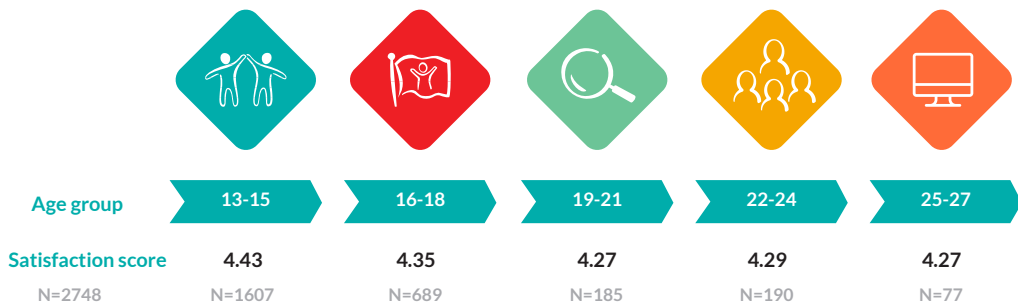
Table 9.
Mean comparison ANOVA test results for ESEL training sessions #1, 2, 4 and #5, by aimag

#	Dependent variable	Aimag (I)	Aimag (J)	Mean difference (I-J)	Std.Error	P value
1	The training met my needs.	Khovd	Gobisumber	.115*	.039	.025
			Sukhbaatar	.219*	.040	.000
			Uvurkhangai	.160*	.035	.000
			Zavkhan	.167*	.035	.000
2	The training teachers/counsellors were knowledgeable in their subject area.	Gobisumber	Uvurkhangai	.184*	.040	.000
			Sukhbaatar	.164*	.042	.001
		Khovd	Uvurkhangai	.234*	.036	.000
			Zavkhan	.141*	.037	.001
		Sukhbaatar	Khovd	-.164*	.042	.001
			Uvurkhangai			
		Uvurkhangai	Gobisumber	-.184*	.040	.000
			Khovd	-.234*	.036	.000
Zavkhan	Khovd	-.141*	.037	.001		
3	The trainers/counsellors were skilled (competent) at facilitating training sessions.	Gobisumber	Uvurkhangai	.153*	.039	.001
			Khovd			
		Khovd	Uvurkhangai	.205*	.036	.000
			Zavkhan	.116*	.036	.011
		Uvurkhangai	Gobisumber	-.153*	.039	.001
			Khovd	-.205*	.036	.000
Zavkhan	Khovd	-.116*	.036	.011		
4	Class participation and interactions were encouraged.	Gobisumber	Uvurkhangai	.160*	.040	.001
			Sukhbaatar	.125*	.042	.022
		Khovd	Uvurkhangai	.178*	.036	.000
			Zavkhan	.122*	.037	.008
		Sukhbaatar	Khovd	-.125*	.042	.022
			Uvurkhangai			
		Uvurkhangai	Gobisumber	-.160*	.040	.001
			Khovd	-.178*	.036	.000
Zavkhan	Khovd	-.122*	.037	.008		
5	My entrepreneurial knowledge and skills have increased.	Khovd	Gobisumber	.160*	.041	.001
			Sukhbaatar	.226*	.043	.000
			Uvurkhangai	.166*	.037	.000
			Zavkhan	.159*	.038	.000
6	I am more likely to start a new business in the future.	Khovd	Gobisumber	.153*	.041	.002
			Sukhbaatar	.215*	.042	.000
			Uvurkhangai	.203*	.037	.000
			Zavkhan	.159*	.038	.000
7	My teamwork skills have improved.	Khovd	Sukhbaatar	.181*	.045	.001
			Uvurkhangai	.173*	.040	.000
			Zavkhan	.179*	.040	.000
8	I have been able to apply the knowledge and skills acquired in the training in real life settings.	Khovd	Gobisumber	.129*	.043	.024
			Sukhbaatar	.151*	.045	.007
			Uvurkhangai	.186*	.039	.000
			Zavkhan	.130*	.040	.009

*. The mean difference is significant at the 0.05 level.

The satisfaction score varies significantly by employment status. The survey findings showed that there was a statistically significant difference (T- test, $P < 0.05$) in “Class participation and interactions were encouraged” (Sig or P value - .030) and “My entrepreneurial knowledge and skills have increased” (P value - 0.037) between employed and unemployed youth. Moreover, there is no variation in satisfaction score between regular (in-class) and blended ESEL trainings (T- test, $P < 0.05$).

According to the Beneficiary satisfaction survey, the satisfaction score of participants ranges from 4.43 for 13-15 years old, 4.35 for 16-18 years old, 4.27 for 19-21, 4.29 for 22-24, to 4.27 for 25-27 years old, age appears to be a significant factor in the satisfaction score. This value decreased as age increases.



The statistical analysis was performed for age group as there are notable differences in the satisfaction score. One-Way analysis of variance (ANOVA) with Post Hoc Tests was performed on the dependent variable. Results revealed that there were statistically significant differences (ANOVA- test, $P < 0.05$) in six categories between age groups (Appendix 10 and Table 10).

Table 10.

Mean comparison ANOVA test results for ESEL training sessions #1, 2, 4 and #5, by age group

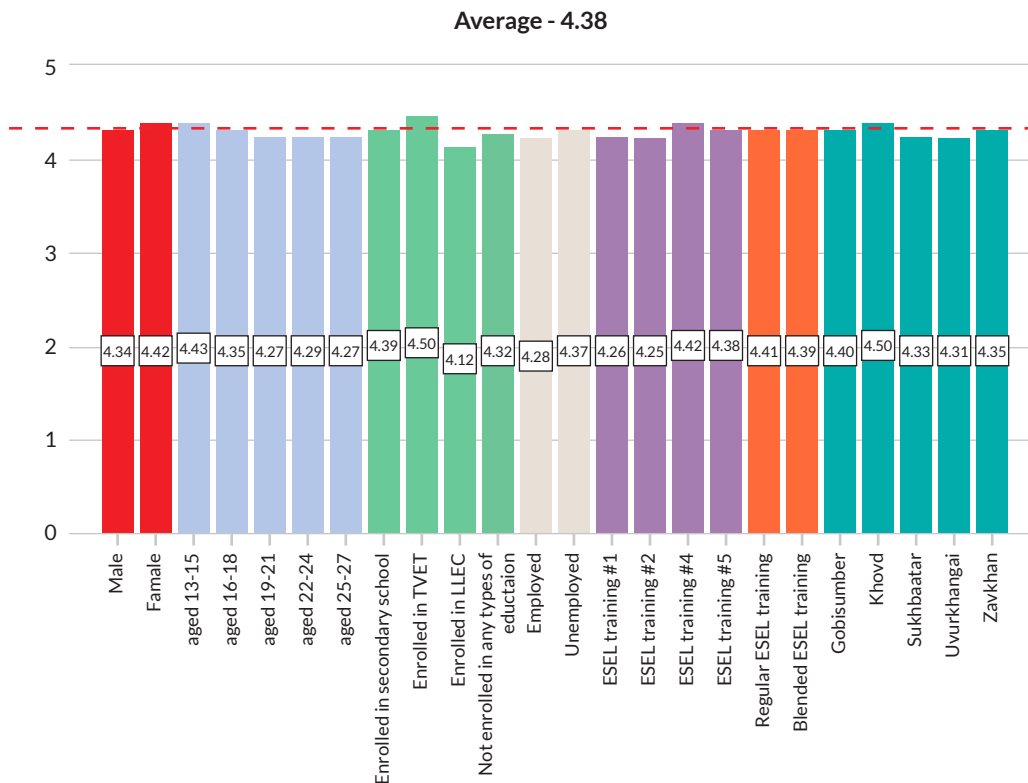
#	Dependent variable	Aimag (I)	Aimag (J)	Mean difference (I-J)	Std.Error	P value
1	The training met my needs.	13-15	22-24	.133*	.048	.047
2	The training teachers/counsellors were knowledgeable in their subject area.	13-15	16-18	.138*	.030	.000
			19-21	.169*	.051	.008
3	The trainers/counsellors were skilled (competent) at facilitating training sessions.	13-15	16-18	.095*	.029	.010
			19-21	.150*	.050	.022
4	Class participation and interactions were encouraged.	13-15	16-18	.099*	.030	.008
			19-21	.233*	.051	.000
			22-24	.145*	.050	.032
5	My entrepreneurial knowledge and skills have increased.	13-15	16-18	.097*	.031	.013
			19-21	.192*	.052	.002
			22-24	.198*	.052	.001
6	I am more likely to start a new business in the future.	13-15	19-21	.275*	.052	.000
			22-24	.228*	.051	.000
			16-18	.198*	.055	.003
		19-21	22-24	.150*	.055	.047
			13-15	-.275*	.052	.000
		22-24	16-18	-.198*	.055	.003
13-15	13-15	-.228*	.051	.000		
16-18	16-18	-.150*	.055	.047		

^{7*} A p-value of 0.05 or lower is generally considered statistically significant. There were statistically significant differences among aimags.

^{8*} The mean difference is significant at 0.05 level.

To investigate the relationships between the eight categories, enrollment status and ESEL training session, Pearson's Correlation Coefficient was calculated. A complete table of correlation coefficients can be seen in Appendix 11. A strong positive ($r=0.609$, $P < 0.01$) and moderate positive relationship was found between the categories ($0.422 < r < 0.582$, $P < 0.01$), respectively.

Figure 9.
Overall satisfaction score evaluations for ESEL training sessions #1, 2, 4 and #5



There was no statistically significant relationship found between “The training teachers/ counsellors were knowledgeable in their subject area”, “My teamwork skills have improved”, “I have been able to apply the knowledge and skills acquired in the training in real life settings” and the enrollment status.

The average satisfaction score is disaggregated by gender, age group, enrollment and employment status, ESEL training session, training type, location, and illustrated graphically in Figure 9. The figure represents the average value within each category based on the rigorous analysis on the data collected through beneficiaries satisfaction survey from 2,748 beneficiaries under the ESEL training program.

To summarize the overall satisfaction score, the average satisfaction scores are greater and above than the average value amongst the females, the youth aged 13-15 years, and the youth from the secondary school and TVET in comparison with the other categories within the groups. The same trend applies to the ESEL training sessions #4 and #5, and both modalities of ESEL training program. Across aimags, Gobisumber and Khovd aimags have the highest level of satisfaction score.

⁸ * A p-value of 0.05 or lower is generally considered statistically significant. There were statistically significant differences in age group.

4.1.2. Beneficiary satisfaction level for ESEL trainings #1, 2, 4 and #5

The results of the beneficiary satisfaction survey show that the beneficiary satisfaction with the ESEL training program #1, 2, 4 and #5, as visible in the Table 11, is 93.1, which is a very satisfied level. As per data of the satisfaction survey, 0.4% of respondents said strongly disagree, 0.9% reported disagree, 46.2% and 46.9% said agreed and strongly agreed with 8 statements, respectively.

Table 11.

Beneficiary satisfaction level for ESEL training sessions #1, 2, 4 and #5, by scale

#	Category	Strongly disagree	Disagree	Neutral	Agree (A)	Strongly agree (B)	Satisfaction level (A+B)
Total Average							93.1%
1	The training met my needs.	.4%	.6%	4.3%	51.7%	43.1%	94.8%
2	The training teachers/counsellors were knowledgeable in their subject area.	.3%	1.1%	3.9%	41.9%	52.7%	94.6%
3	The trainers/counsellors were skilled (competent) at facilitating training sessions.	.3%	.7%	4.0%	41.4%	53.5%	94.9%
4	Class participation and interactions were encouraged.	.4%	.6%	5.1%	45.8%	48.0%	93.9%
5	My entrepreneurial knowledge and skills have increased.	.5%	.6%	6.5%	47.4%	45.0%	92.4%
6	I am more likely to start a new business in the future.	.5%	.8%	4.7%	45.8%	48.1%	93.9%
7	My teamwork skills have improved.	.6%	1.3%	8.9%	51.2%	38.0%	89.2%
8	I have been able to apply the knowledge and skills acquired in the training in real life settings.	.5%	1.2%	6.9%	44.5%	46.9%	91.4%
Average		0.4%	0.9%	5.5%	46.2%	46.9%	93.1%

It is evident that **94.9%** of the children and youth who participated in the study agreed that “The trainers/counsellors were skilled (competent) at facilitating training sessions” and exhibited the highest level of satisfaction. This is followed by **94.8%** of respondents agreed with the statement “The training met my needs”, and **94.6%** said “The training teachers/counsellors were knowledgeable in their subject area”.

BENEFICIARY SATISFACTION LEVEL: 93.1%



Spring 2021

ESEL training #1

92.3%



Autumn 2021

ESEL training #2

92.0%



Autumn 2022

ESEL training #4

93.6%



Spring 2023

ESEL training #5

92.7%

The participants' satisfaction level ranges from 92.0% in ESEL training #2, 92.3% in ESEL training #1, 92.7% in ESEL training #5, to 93.6% in ESEL training #4, satisfaction of surveyed children and youth are extremely high in these training sessions, leading to encouragement and high activity among the youth.

4.1.3. Beneficiary satisfaction score for ESEL trainings #1 and #2

Figure 10.

Beneficiary satisfaction score for ESEL training sessions #1 and #2 (n=388)

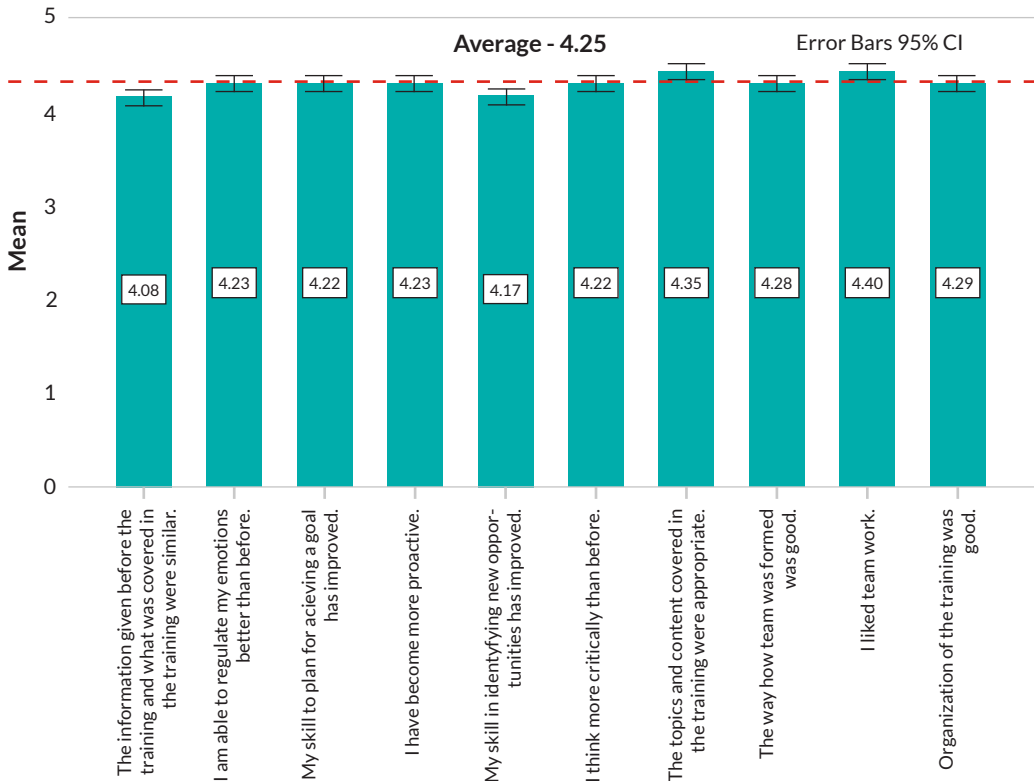


Figure 10. Beneficiary satisfaction score for ESEL training sessions #1 and #2 (n=388)

Based on a five-point scale (1 = minimum, 5 = maximum), the overall satisfaction score for the Beneficiary satisfaction survey of ESEL training #1 and #2 was 4.25. Beneficiaries were generally satisfied with ESEL training program and project.

Most of the participants felt that the ESEL training program had been very useful and that they had developed their socioemotional skills and got to know each other better.

By category, the average satisfaction score for "I liked team work" was highest at 4.40. This is followed by scores for "The topics and content covered in the training were appropriate" (4.35), "Organization of the training was good" (4.29) and "The way how team was formed was good" (4.28). Conversely, the average satisfaction score for "The information given before the training and what was covered in the training were similar" was lowest at 4.08 (Figure 10 and Table 12).

Table 12.

Descriptive statistics of ESEL knowledge, skills and mindsets and training evaluations for ESEL training sessions #1 and #2

#	Indicators	n	Mean	Std. Error of Mean	Std. Deviation	Variance	Skewness	Kurtosis
1	The information given before the training and what was covered in the training were similar.	388	4.08	0.04	0.80	0.64	-1.39	3.10
2	I am able to regulate my emotions better than before.	388	4.23	0.04	0.69	0.48	-0.90	1.82
3	My skill to plan for achieving a goal has improved.	388	4.22	0.03	0.60	0.36	-0.34	0.61
4	I have become more proactive.	388	4.23	0.03	0.66	0.43	-1.00	3.16
5	My skill in identifying new opportunities have improved.	388	4.17	0.03	0.66	0.43	-0.57	0.83
6	I think more critically than before.	388	4.22	0.03	0.62	0.38	-0.38	0.36
7	The topics and content covered in the training were appropriate.	388	4.35	0.03	0.57	0.33	-0.36	0.29
8	The way how team was formed was good.	388	4.28	0.04	0.75	0.57	-1.29	2.57
9	I liked team work.	388	4.40	0.03	0.65	0.42	-1.03	1.69
10	Organization of the training was good.	388	4.29	0.03	0.61	0.38	-0.80	2.63

Standard error of mean had 0.03-0.04 in all categories. Standard deviation ranges from 0.57 to 0.8, and variance from 0.33 to 0.64, respectively. A small variance indicates that the data points tend to be very close to the mean, and to each other.

In normal distribution the values of skewness and kurtosis are 0. In this study, skewness and kurtosis were above or below 0 then this indicates a deviation from normal: Please see Table 12.

A Kolmogorov-Smirnov and Shafro-Wilk's tests ($P > .05$) showed that the satisfaction scores were not normally distributed for both males and females (Table 13). In SPSS output, the p-value is labeled "SIG". P value is below 0.05.

Table 13.
Kolmogrov-Smirnov and Shafro-Wilk's tests results of normality

Indicators	Gender	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
The information given before the training and what was covered in the training were similar.		.337	159	.000	.751	159	.000
		.344	229	.000	.728	229	.000
I am able to regulate my emotions better than before.		.327	159	.000	.756	159	.000
		.252	229	.000	.753	229	.000
My skill to plan for achieving a goal has improved.		.372	159	.000	.718	159	.000
		.313	229	.000	.755	229	.000
I have become more proactive.		.350	159	.000	.706	159	.000
		.279	229	.000	.742	229	.000
My skill in identifying new opportunities have improved.		.331	159	.000	.762	159	.000
		.284	229	.000	.778	229	.000
I think more critically than before.		.358	159	.000	.736	159	.000
		.296	229	.000	.772	229	.000
The topics and content covered in the training were appropriate.		.376	159	.000	.689	159	.000
		.305	229	.000	.734	229	.000
The way how team was formed was good.		.300	159	.000	.737	159	.000
		.264	229	.000	.740	229	.000
I liked team work.		.333	159	.000	.725	159	.000
		.325	229	.000	.702	229	.000
Organization of the training was good.		.377	159	.000	.704	159	.000
		.289	229	.000	.719	229	.000

a. Lilliefors Significance Correction

Table 14 presents satisfaction scores by enrollment status with an overall satisfaction score of 4.25. When data is disaggregated by enrollment status, average satisfaction scores for "I liked team work" were highest among children and youth (4.41) enrolled in secondary school, followed by not enrolled in any type of education/out-of-school youth (4.35) and LLEC (4.20), respectively. The average satisfaction score for "The information given before the training and what was covered in the training were similar" was lowest among children and youth of LLEC (3.60), followed by secondary school (4.08).

Table 14.

Beneficiary satisfaction score for ESEL training sessions #1 and #2, by enrollment status

#	Indicators	Enrolled in secondary school		Enrolled in LLEC		Not enrolled in any types of education		Total	
		n	Mean	n	Mean	n	Mean	n	Mean
1	The information given before the training and what was covered in the training were similar.	352	4.08	5	3.60	31	4.23	388	4.08
2	I am able to regulate my emotions better than before.	352	4.22	5	4.20	31	4.32	388	4.23
3	My skill to plan for achieving a goal has improved.	352	4.24	5	3.80	31	4.00	388	4.22
4	I have become more proactive.	352	4.24	5	4.20	31	4.16	388	4.23
5	My skill in identifying new opportunities have improved.	352	4.16	5	4.20	31	4.19	388	4.17
6	I think more critically than before.	352	4.22	5	3.80	31	4.23	388	4.22
7	The topics and content covered in the training were appropriate.	352	4.35	5	4.20	31	4.32	388	4.35
8	The way how team was formed was good.	352	4.30	5	3.60	31	4.23	388	4.28
9	I liked team work.	352	4.41	5	4.20	31	4.35	388	4.40
10	Organization of the training was good.	352	4.29	5	4.20	31	4.29	388	4.29
	Average	-	4.25	-	4.00	-	4.23	-	4.25

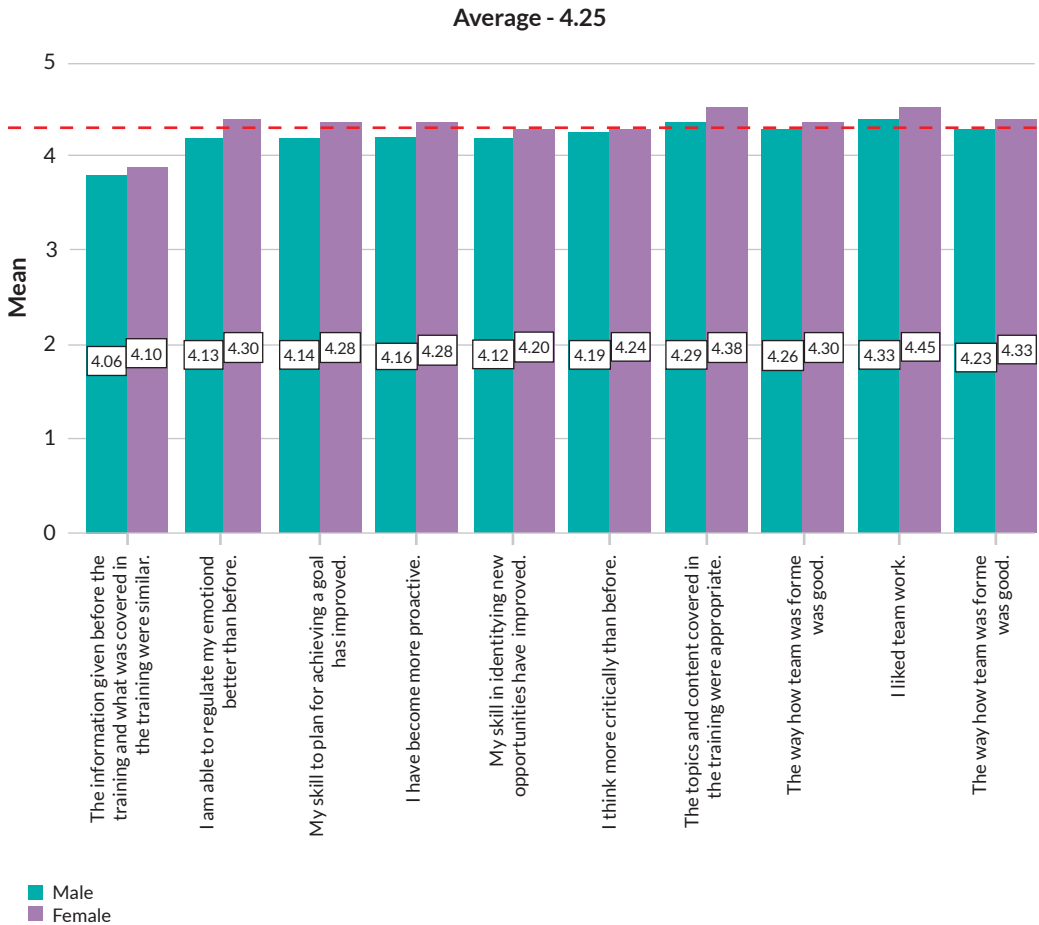
Moreover, there is no variation in satisfaction score pattern between age groups and enrollment status (ANOVA test, $P < 0.05$) due to a limited sample size.

Figure 11 shows the comparison of the satisfaction score of 10 statements related to the ESEL training according to gender. As observed, the group of females appeared to demonstrate significantly higher rates of satisfaction scores compared with males.

The statistical analysis was performed for both males and females as there are significant gender differences in the satisfaction score. Results revealed that there was a statistically significant difference (T- test, $P < 0.05$) in the statements of “I am able to regulate my emotions better than before” and “My skill to plan for achieving a goal has improved” in 8 categories between females and males (Figure 11 and Appendix 9).

Participants found the ESEL training program very useful for managing everyday problems of interaction in social settings. They especially appreciated the program for its effect in increasing self-confidence in communications.

Figure 11.
Comparison satisfaction score for ESEL training sessions #1 and #2, by gender



As comparison satisfaction score of ESEL trainings #1 and #2, satisfaction score of children and youth from these differerent training sessions was quite different from each other. It was observed that the average scores of 3 categories as well as “The topics and content covered in the training were appropriate”, “The way how team was formed was good”, and “I liked team work” were above the average value (4.25).

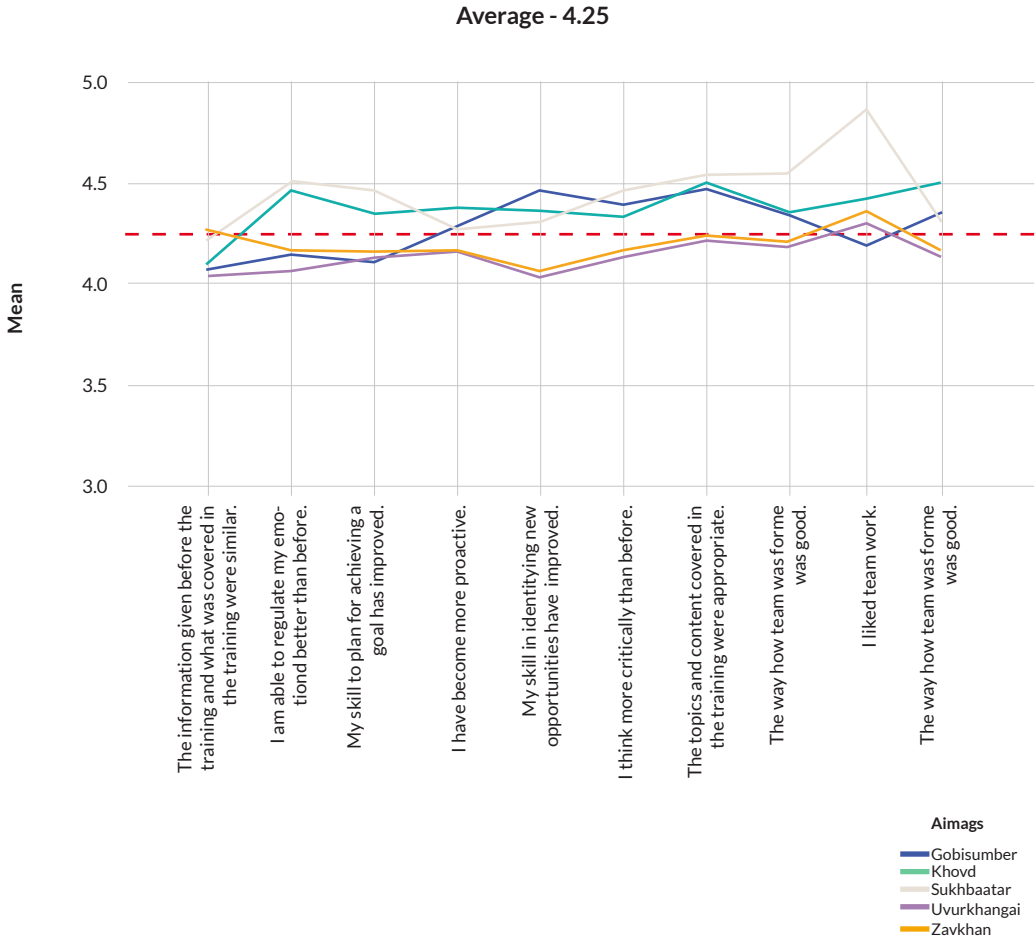
Figure 12.
 Comparison satisfaction score for ESEL training sessions #1 and #2



The satisfaction score of 10 categories varies significantly by training session and employment status. The survey findings showed that there were no statistically significant differences (T- test, $P < 0.05$) between ESEL training #1 and #2, and also between employed and unemployed youth (Appendix 11).

When comparing the 10 different statements in regards to the entrepreneurship and socioemotional learning training among 5 aimags indicated that there was similarity between Zavkhan and Uvurkhangai aimags in respect to all categories. While satisfaction score of the other 3 aimags was quite different from each other in relation to all statements, it was observed that the highest aimag satisfaction scores for "I liked team work" were given by Sukhbaatar aimag. In 6 categories, Sukhbaatar aimag exhibited higher score among all aimags (Figure 13).

Figure 13.
 Comparison satisfaction score for ESEL training sessions #1 and #2, by aimag



Group statistics of the 10 categories of satisfaction score by aimag is shown in Table 15. The table describes the number of sample size and mean of each of 10 categories. The means represent the average satisfaction score with overall scores for the groups on a five-point scale. The highest satisfaction scores for “I liked team work” were 4.86 as reported by children and youth 13-27 years of age of Sukhbaatar aimag. This was followed by “The topics and content covered in the training were appropriate” (4.54) and “The way how team was formed was good” (4.54) also in the same aimag.

Table 15.
Comparison satisfaction score evaluations for ESEL training sessions #1 and #2, by aimag

#	Indicators	n	Gobisumber	Khovd	Sukhbaatar	Uvurkhangai	Zavkhan	Average
1	The information given before the training and what was covered in the training were similar.	388	4.05	4.02	4.18	4.02	4.22	4.08
2	I am able to regulate my emotions better than before.	388	4.15	4.44	4.46	4.02	4.15	4.23
3	My skill to plan for achieving a goal has improved.	388	4.10	4.35	4.43	4.12	4.13	4.22
4	I have become more proactive.	388	4.30	4.38	4.25	4.15	4.12	4.23
5	My skill in identifying new opportunities have improved.	388	4.45	4.35	4.29	4.01	4.04	4.17
6	I think more critically than before.	388	4.35	4.31	4.43	4.12	4.13	4.22
7	The topics and content covered in the training were appropriate.	388	4.45	4.51	4.54	4.23	4.21	4.35
8	The way how team was formed was good.	388	4.35	4.38	4.54	4.19	4.20	4.28
9	I liked team work.	388	4.25	4.46	4.86	4.29	4.38	4.40
10	Organization of the training was good.	388	4.35	4.49	4.32	4.17	4.16	4.29
	Average	-	4.28	4.37	4.43	4.13	4.18	4.25

The statistical test ANOVA conducted whether there are any statistically significant differences among aimags. The results revealed that there are significant differences ($P < 0.05$) in 7 categories across 5 aimags (Table 16).

While the differences in satisfaction score between the highest (Sukhbaatar and Khovd) and the lowest (Uvurkhangai) aimags are statistically significant, the differences in average satisfaction score across the other aimags are also statistically significant, due to significant intra-aimag variations.

Table 16.

Mean comparison ANOVA test results for ESEL training sessions #1 and #2, by aimag

#	Dependent variable	Aimag (I)	Aimag (J)	Mean difference (I-J)	Std.Error	P value
1	I am able to regulate my emotions better than before.	Khovd	Uvurkhangai	.418*	.086	.000
			Zavkhan	.288*	.091	.014
		Sukhbaatar	Uvurkhangai	.439*	.140	.016
			Zavkhan	.310	.143	.198
		Uvurkhangai	Khovd	-.418*	.086	.000
			Sukhbaatar	-.439*	.140	.016
Zavkhan	Khovd	-.288*	.091	.014		
2	My skill to plan for achieving a goal has improved.	Khovd	Uvurkhangai	.228*	.076	.022
3	I have become more proactive..	Khovd	Zavkhan	.253*	.088	.036
4	My skill in identifying new opportunities have improved.	Gobisumber	Uvurkhangai	.442*	.155	.036
			Zavkhan	.409	.157	.073
		Khovd	Uvurkhangai	.344*	.082	.000
			Zavkhan	.311*	.087	.004
		Uvurkhangai	Gobisumber	-.442*	.155	.036
			Khovd	-.344*	.082	.000
Zavkhan	Khovd	-.311*	.087	.004		
5	The topics and content covered in the training were appropriate.	Khovd	Uvurkhangai	.277*	.072	.001
			Zavkhan	.302*	.076	.001
		Sukhbaatar	Zavkhan	.330*	.120	.049
			Uvurkhangai	Khovd	-.277*	.072
		Zavkhan	Khovd	-.302*	.076	.001
			Sukhbaatar	-.330*	.120	.049
6	I liked team work.	Sukhbaatar	Gobisumber	.607*	.185	.010
			Khovd	.398*	.133	.024
			Uvurkhangai	.568*	.133	.000
			Zavkhan	.476*	.136	.005
7	Organization of the training was good.	Khovd	Uvurkhangai	.327*	.077	.000
			Zavkhan	.327*	.081	.001

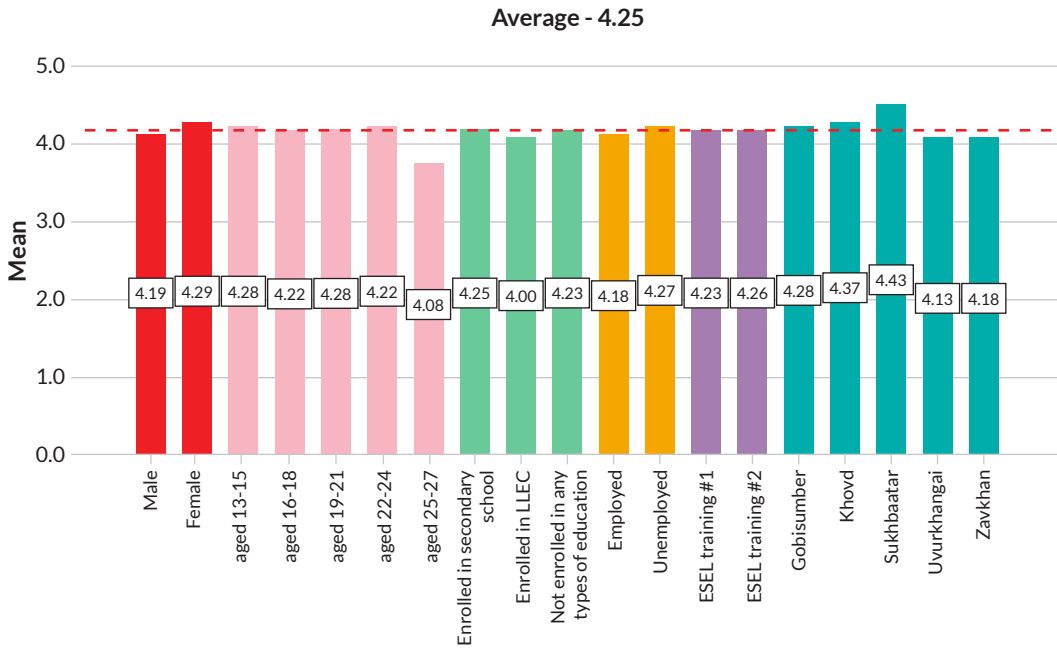
* The mean difference is significant at the 0.05 level.

Correlation analysis is conducted to check the relationships between ten categories, enrollment status, and ESEL training session. A comprehensive table of correlation coefficients is set out in Appendix 11. A moderate positive ($0.411 < r < 0.535$, $P < 0.01$) and low positive relationship was found between the categories ($0.213 < r < 0.387$, $P < 0.01$), respectively. There was no statistically significant relationship found between school enrollment, ESEL training and 10 categories.

* A p-value of 0.05 or lower is generally considered statistically significant. There were statistically significant differences among aimags.

The average satisfaction score is disaggregated by gender, age group, enrollment and employment status, ESEL training session and location, and represented graphically in Figure 14. The figure represents the average value within each category based on the rigorous analysis on the data collected through beneficiaries satisfaction survey from 388 project beneficiaries under the ESEL training program.

Figure 14.
Overall satisfaction score evaluations for ESEL training sessions #1 and #2



The average satisfaction scores of females aged 13-15, and 19-21 years who took part in the ESEL training sessions #1 and #2 and enrolled in secondary school or unemployed from Gobisumber, Khovd and Sukhbaatar aimags are greater and above the average compared with the other categories within the groups.

* A p-value of 0.05 or lower is generally considered statistically significant. There were statistically significant differences among aimags.

4.1.4. Beneficiary satisfaction level for ESEL trainings #1 and #2

Overall, 92.0 percent of the beneficiaries were satisfied with the ESEL training program #1 and #2, especially with its usefulness and results. According to the data analysis, 0.3% of respondents responded with “Strongly disagree”, 1.8% reported to disagree, 57.0% and 35.0% said that they agreed and strongly agreed with 10 statements, respectively (Table 17).

It is clear from the results that 95.9% of the children and youth who participated in the study agreed that “The topics and content covered in the ESEL training were appropriate”, and they were also satisfied. Nearly all respondents (94.8%) agreed that “I liked team work” and “Organization of the training was good”. About 92.5% said they have become more proactive.

Table 17.
Beneficiary satisfaction level for ESEL training sessions #1 and #2, by scale

#	Category	Strongly disagree	Disagree	Neutral	Agree (A)	Strongly agree (B)	Satisfaction level (A+B)
Total Average							92.0%
1	The information given before the training and what was covered in the training were similar.	1.5%	5.9%	5.9%	60.6%	27.6%	88.1%
2	I am able to regulate my emotions better than before.	.3%	7.2%	7.2%	55.7%	34.8%	90.5%
3	My skill to plan for achieving a goal has improved.	.0%	.8%	7.0%	61.9%	30.4%	92.3%
4	I have become more proactive.	.5%	1.3%	5.7%	59.8%	32.7%	92.5%
5	My skill in identifying new opportunities have improved.	.0%	1.8%	9.3%	59.3%	29.6%	88.9%
6	I think more critically than before.	.0%	.8%	8.2%	59.3%	31.7%	91.0%
7	The topics and content covered in the training were appropriate.	.0%	.5%	3.6%	56.7%	39.2%	95.9%
8	The way how team was formed was good.	.5%	3.4%	4.9%	49.7%	41.5%	91.2%
9	I liked team work.	.0%	1.8%	3.4%	47.4%	47.4%	94.8%
10	Organization of the training was good.	.3%	1.0%	3.9%	59.3%	35.6%	94.8%
Average		0.3%	5.9%	5.9%	57.0%	35.0%	92.0%

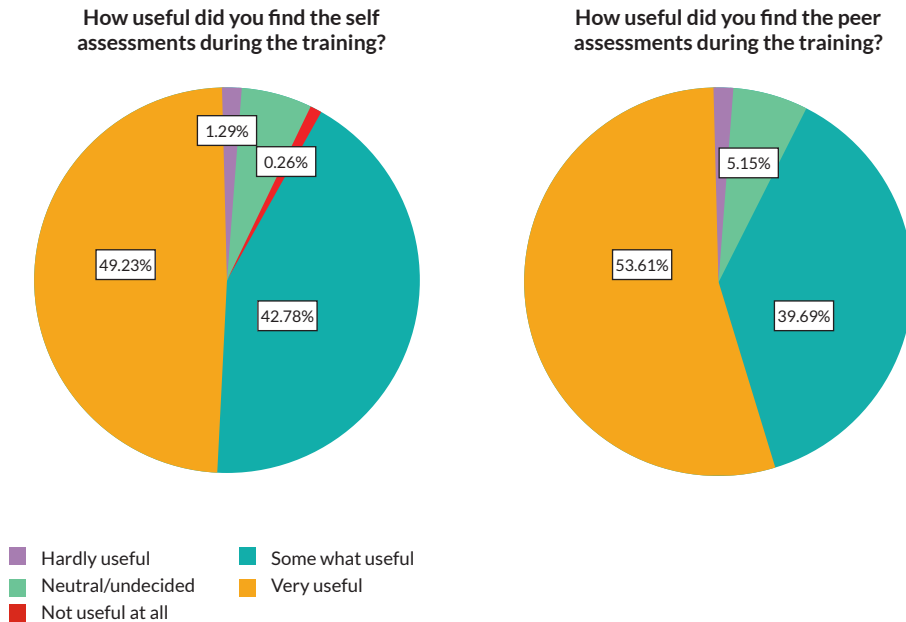
The satisfaction level of surveyed participants in the ESEL training #2 was greater than in the ESEL training #1, 92.5% and 91.3%, respectively. There is no any significant training session variation in satisfaction level among youth.

BENEFICIARY SATISFACTION LEVEL - 92.0%



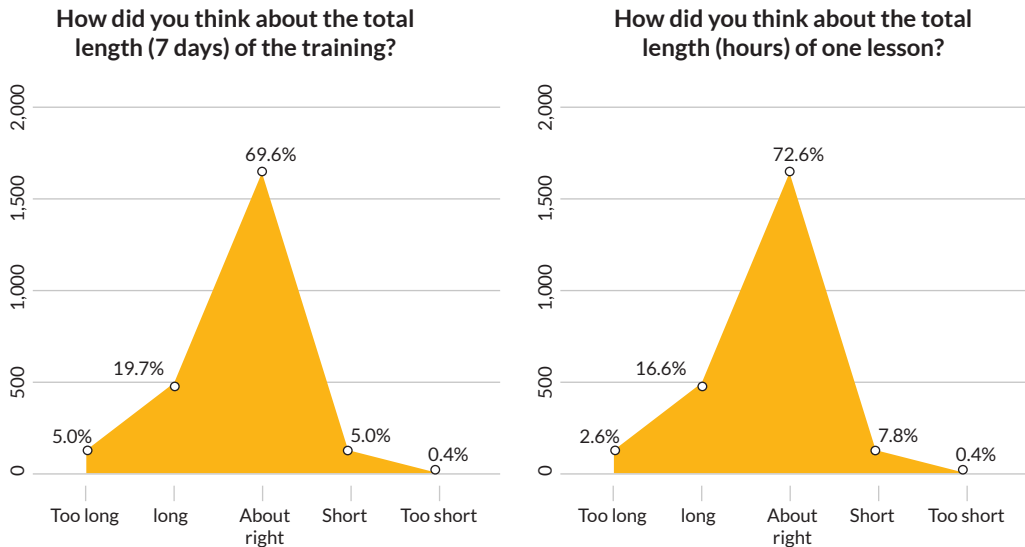
Self and peer-assessment. 92.01% and 93.3% of the surveyed respondents reported self and peer-assessment were somewhat and very useful, respectively.

Figure 15.
Whether the self and peer-assessments were useful (n=388)



Length of the training. For the total length of the training, 69.9% of children and youth reported it was right, 19.7% said long, 5.4% short and too short, and 5.0% reported too long.

Figure 16.

Total length of the training and the length of one lesson

Similarly, for the length of one lesson per day, 72.6% of surveyed respondents reported the length of one lesson was right, 16.6% said long, and 7.8% reported short. All other sources are accounted for 3.0%.

Attendance rate. The survey of ESEL training #1 and #2 also revealed that less than half the beneficiaries (47.4% of the respondents) answered “I was never absent”, 44.1% said to be absent for 1-3 days, 4.1% 5-7 days, and 4.3% reported to be not present for 1-2 weeks and more than 2 weeks respectively.

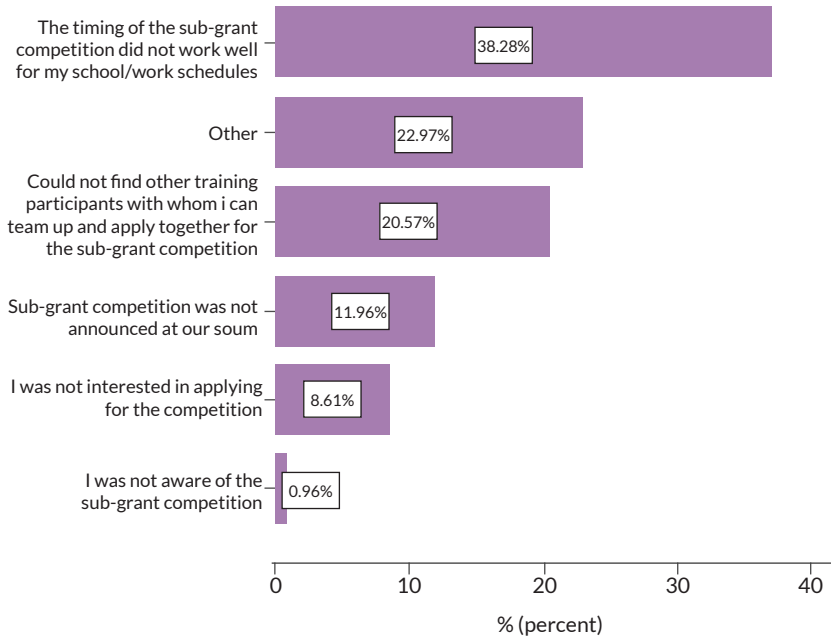
Sub-grant competition. To determine the connection between the youth’s satisfaction with the ESEL training and their motivation to apply their learnings in practice, questions on sub-grant competition¹⁰ were asked for the training participants of ESEL #1 and #2. 45.1% of children and youth (n=175) of these training sessions have applied for the sub-grant competition and 36.6% of the grants are awarded to the project proposals led by the beneficiaries. 80.4% of respondents expressed they would apply for the sub-grant competition in future rounds.

When asked what their reasons were for not applying for the sub-grant competition were, 38.28% of respondents reported “The timing of the grant-competition did not work well for school/work schedules”, 20.57% indicated that “Could not find other training partici-

¹⁰ Within the frame of Component II of the project, a sub-grant mechanism is introduced to enable the target beneficiaries to practically apply their entrepreneurship knowledge, mindset and socioemotional skills which they have honed through the ESEL training. As a part of the sub-grant scheme, the ESEL training graduates are encouraged to partake in a “Pitch” event to compete for a sub-grant up to 1,000 USD which allows them an opportunity to apply their learnings from the training by identifying and harnessing the unexploited business and other opportunities at the local level to address the unmet community and school needs through their sub-grant funded projects.

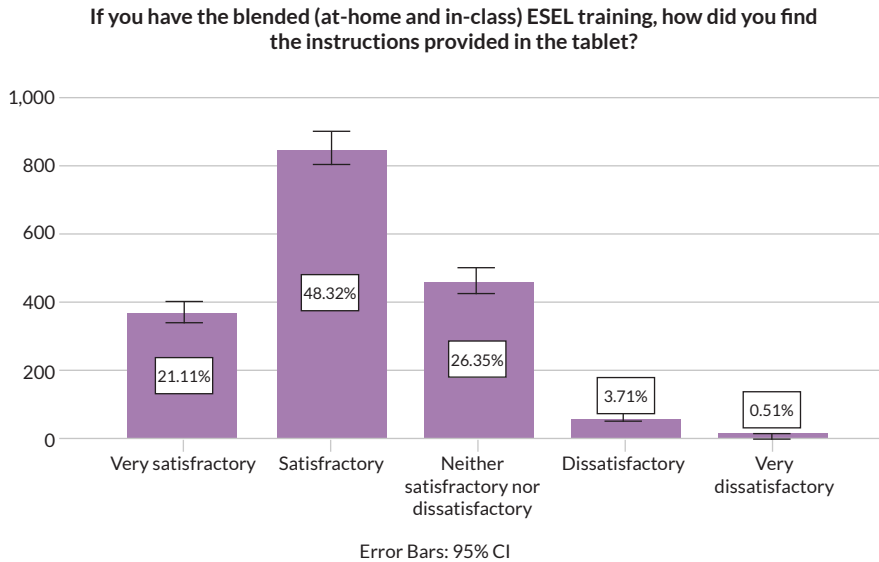
pants with whom I can team up and apply together for the sub-grant competition”, 11.96% said “Sub-grant competition was not announced at our soum” and 22.97% respondents reported some other reasons, such as assisting with household chores, health and private problems, school workload, low motivation, and limited available time to write a project proposal etc (Figure 17).

Figure 17.
Reasons for not applying for the sub-grant competition (n=209)



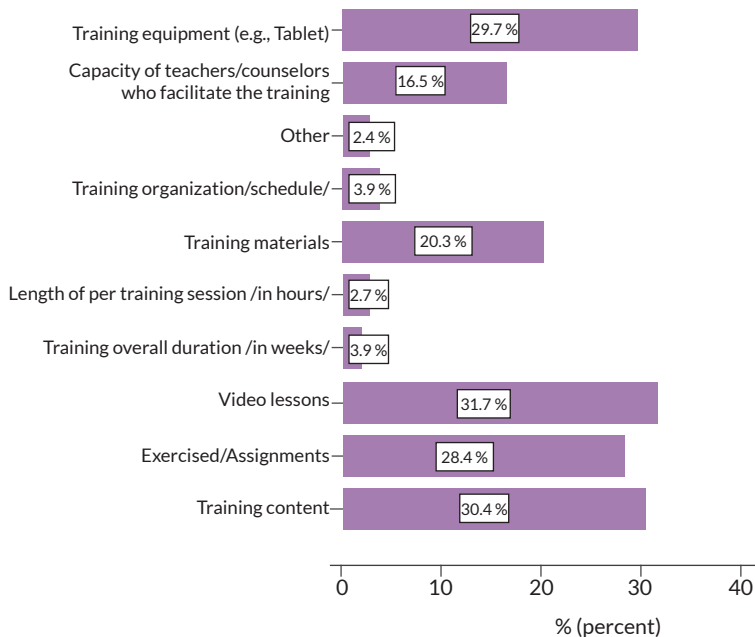
For the blended ESEL trainings of #4 and #5 for LLEC youth, 69.43% of beneficiaries were satisfied with the instructions provided in the tablet. Conversely, 4.22% of children and youth were dissatisfied with it.

Figure 18.

Satisfactory level for instructions provided in the tablet (n=1753)

The surveyed children and youth were also asked about what needed to be improved in order to increase the quality of the training in future, which is detailed in Figure 19. The highest percentage of among all respondents was the video lessons (31.7%), followed by training content (30.4%), training equipment (29.7%) and the exercises/assignments (28.4%).

Figure 19.

Needs to be improved furtherly in order to increase the quality of the trainig (n=2748)

4.2. Findings on drop-out survey from children and youth

In total, 135 children and youth were surveyed in 5 aimags of 42.2% were females and 57.8% were males. The actual non-response rate was 2.9 percent.

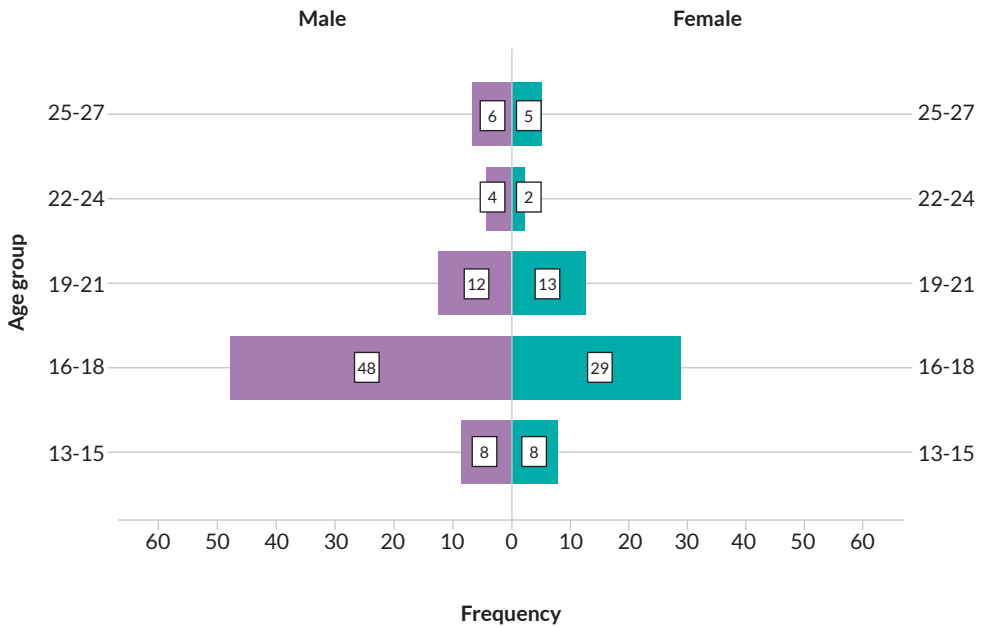
As per data analysis, the drop-out rate was 4.7 percent. The proportion of drop-out children is much higher in Zavkhan, Uvurkhangai and Khovd aimags compared with the other two aimags of Gobisumber and Sukhbaatar.

Table 18.
Number surveyed children and youth by aimags, soums and gender

#	Aimags	Soums	Sample size	Gender	
				Male	Female
1	Gobisumber	Shiveegobi	7	3	4
2		Sumber	10	5	5
Total			17	8	9
3	Khovd	Bulgan	8	4	4
4		Mankhan	4	3	1
5		Must	3	1	2
6		Uyench	7	3	4
7		Zereg	1	0	1
8		Altai	5	2	3
Total			28	13	15
9	Sukhbaatar	Bayandelger	2	0	2
10		Erdenetsagaan	4	0	4
11		Munkhkhaan	3	2	1
12		Ongon	3	3	0
Total			12	5	7
13	Uvurkhangai	Bat-Ulzii	6	2	4
14		Bogd	1	1	0
15		Guchin-Uus	7	7	0
16		Kharkhorin	2	0	2
17		Khujirt	13	8	5
18		Sant	7	4	3
19		Uyanga	1	1	0
Total			37	23	14
20	Zavkhan	Bayantes	4	4	0
21		Ikh-Uul	8	5	3
22		Telmen	16	11	5
23		Tes	1	1	0
24		Tosontsengel	10	6	4
25		Tudevtei	2	2	0
Total			41	29	12
Grand total		Number	135	78	57
		Percent	100%	57.8%	42.2%

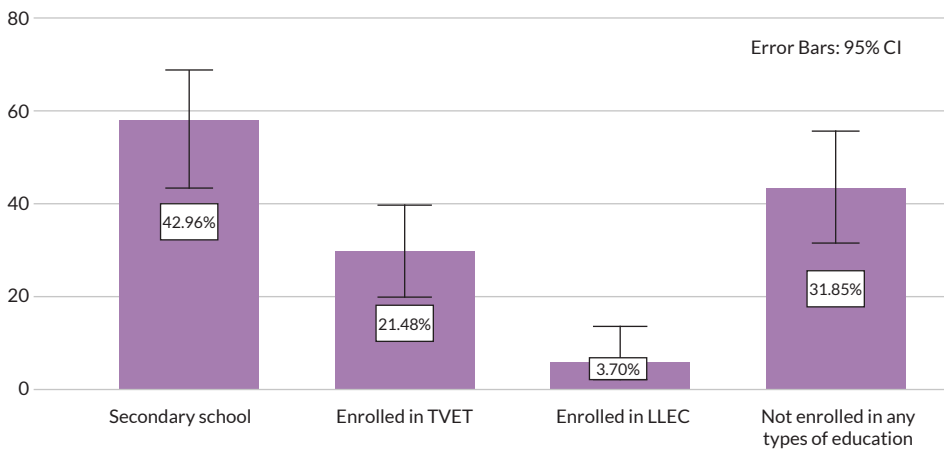
The age of respondents ranges from 13 to 29 years and the average age of children and youth was 16 years. The sample was divided into 5 groups according to their age. 11.9% of respondents were between 13 and 15 years of age, 57.0% were between 16 and 18 years old, 18.5% between 19 and 21 years old, and 4.4% between 22 and 24 years old. A further 8.1% of the respondents were between 25 and 27 years old.

Figure 20.
Surveyed respondents' age group, by gender (n=135, 78 males and 57 females)



Less than half of the respondents (42.96%) were enrolled in secondary school, 21.48% in TVET, 3.7% in LLEC, 31.85% were not enrolled in any types of education, respectively (Figure 21).

Figure 21.
Enrollment status (n=135, 78 males and 57 females)

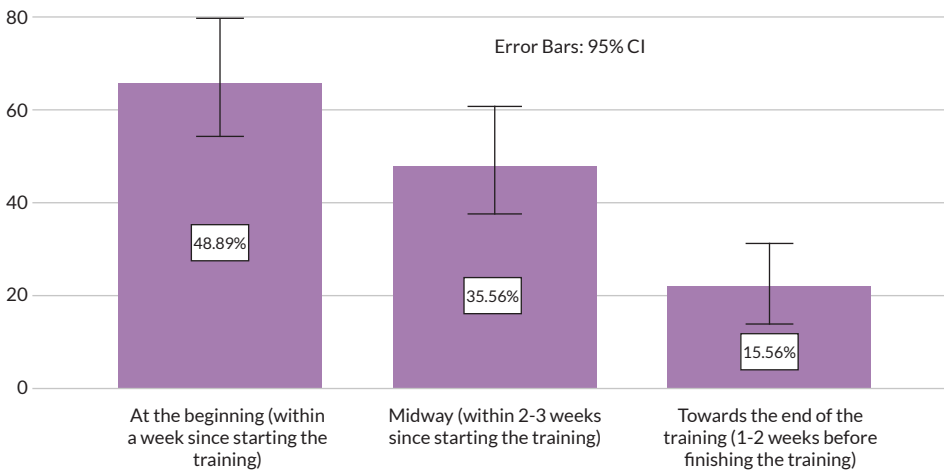


Across all the 8th-12th grades, 11th and 12th graders formed the majority of the children and youth surveyed, being 24.1% and 50%, respectively, followed by the 10th graders at 15.5% of total participants. The 8th and 9th graders made up the smallest number of those surveyed at 5.2%.

Of the 77 respondents, 16.9% or 13 youth were employed at the time of the survey, followed by the unemployed who made up 83.1% of the sample.

Figure 22 provides information about when the training participants had left the ESEL training. Overall, approximately, 49% of surveyed respondents reported they left the training at the beginning, 35.56% responded leaving the training midway, and 15.56% reported leaving the training towards the end of the training.

Figure 22.
When did children and youth leave the ESEL training? (n=135)



A question was asked about the reasons the participants had not been able to continue the ESEL training. According to the findings, 60.7% (n=82) reported personal reasons, 32.6% said the COVID-19 pandemic and related matters, 15.6% reported other reasons such as they needed to prepare for the General Entrance Exam, migration to other living areas, school workload, inactivity the need to assist with household chores and health problems etc.

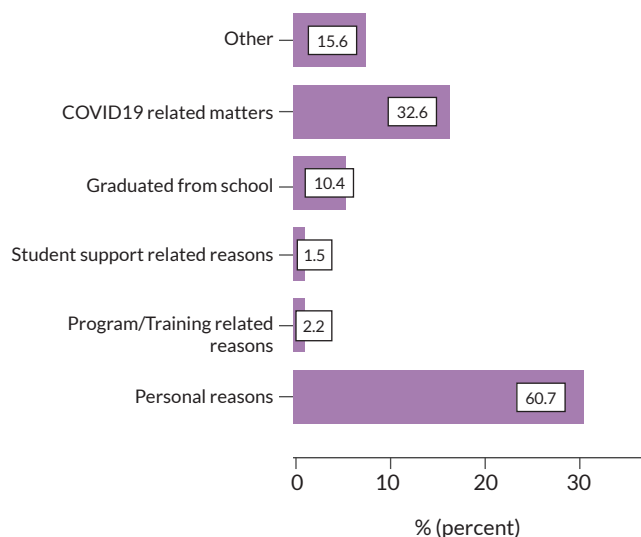
Table 19.

Reasons the participants had that made them not able to continue the ESEL training, by enrollment (n=135)

#	Indicators	Secondary school	Enrolled in TVET	Enrolled in LLEC	Not enrolled in any types of education	Total	Percent
1	Personal reasons	36	10	5	31	82	60.7
2	Program/Training related reasons	2	1	-	-	3	2.2
3	Student support related reasons	2	-	-	-	2	1.5
4	Graduated from school	-	12	2	-	14	10.4
5	COVID-19 related matters	16	12	-	16	44	32.6
6	Other	10	2	2	7	21	15.6

The drop-out survey was administered after over 13.7 % of the training participants had left midway through the two initial rounds of the training. These initial rounds coincided with the advent of the COVID-19 pandemic and were adversely affected by the subsequent extended school closures (where the classroom-based training was delivered) as is evident from the above survey findings.

Figure 23.

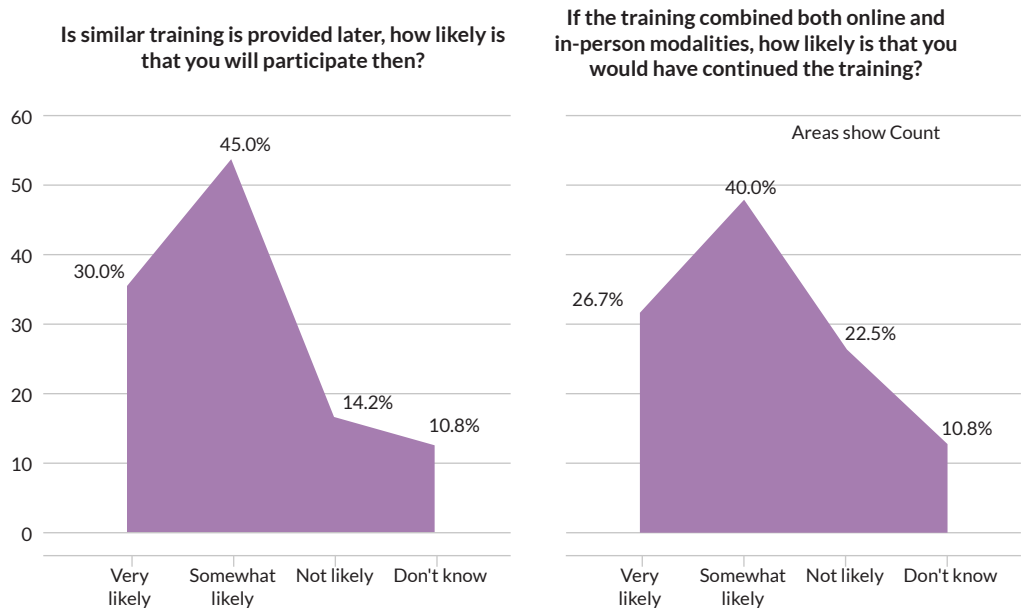
What reasons the participants were not able to continue the ESEL training (n=135)

When asked about their personal reasons for non-attendance, respondents reported reasons such as lack of sufficient time for training due to: a) school – 25.19%, b) employment-8.89%, c) herding 2.22%, participation in other extracurricular activities – 8.15%, poor health condition – 2.22%, and participation in another similar training - 1.48% etc.

Table 20.
Personal detailed reasons (n=82)

#	Indicators	Percent	Frequency
1	Lack of sufficient time for training due to: a) school	25.19%	34
2	Lack of sufficient time for training due to: b) employment	8.89%	12
3	Lack of sufficient time for training due to: c) herding	7.41%	10
4	Poor health condition	2.22%	3
5	Participation in another similar training	1.48%	2
6	Participation in other extracurricular activities	8.15%	11

Figure 24.
Whether drop-out children and youth would participate if the training is provided later and combined both online and in-person modalities (n=115)

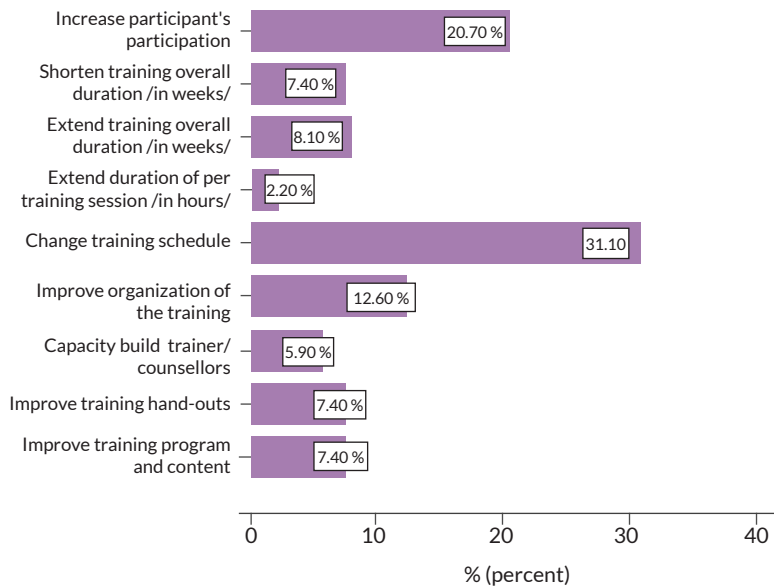


One question asked participants whether they would complete the training if it was provided again later and combined both online and in-person modalities, and 75% and 66.7% of the surveyed participants expressed that they were very and somewhat likely, to continue the training, respectively.

Moreover, a question was asked concerning what the project team could have done to support them to continue participation in the ESEL training. As per data, 31.1% of children and youth answered the change in training schedule, followed by this 20.7% saying increased participation by the participants, and 12.6% said that there must be improvement in how the training is organized.

Figure 25.

What the project team could have done to allow participants to continue their ESEL training (n=135)





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Conclusion

5. Conclusion

5.1. Summary of the key findings

The ESEL training program provided a structured and evidence-based approach to fostering the social and emotional development of children and youth, enhancing their overall well-being, and preparing them for success in various aspects of life.

Beneficiary satisfaction score for ESEL training sessions #1, 2, 4 and #5. Based on a five-point scale (1 = minimum, 5 = maximum), the overall satisfaction score for the Beneficiary Satisfaction Survey of ESEL training #1, 2, 4 and #5 was 4.38. The results obtained from the satisfaction survey indicate that beneficiaries were generally satisfied with the ESEL training program and the project.

By category, the average satisfaction score for "The ESEL trainers/counsellors were skilled (competent) at facilitating the training sessions" was the highest at **4.47**. This was followed by scores for "The training teachers/counsellors were knowledgeable in their subject area" (**4.46**) and "Class participation and interactions were encouraged" (**4.40**) and "I am more likely to start a new business in the future" (**4.40**), respectively. "My teamwork skills have improved" category demonstrated lower mean values compared to the other category results.

Most of the participants felt that the ESEL training program had been very useful and that they had developed their socioemotional competences and got to know each other better.

A Kolmogorov-Smirnov and Shafro-Wilk's tests ($P > .05$) showed that the satisfaction scores were not normally distributed for both males and females.

The Beneficiary Satisfaction Survey results indicate that the satisfaction score from 2,748 project beneficiaries under the ESEL training program could be influenced by several factors such as age, gender, enrollment and employment status, population being measured, as well as which training session and training type.

To support self-employment, TVET curricula often includes life skills training. Rapid technological changes demand that workers continuously update their knowledge and skills. The ESEL training program and its Framework are closely related to the TVET curricula and to enhancing the capacity of individuals to adopt the practices. Thus, the average sat-

isfaction score of children and youth who were enrolled in TVET was significantly greater than other children and youth in LLEC, secondary school and not enrolled in any type of education in ESEL training cohorts #4 and #5. It is evident from these results that the average satisfaction score of surveyed participants enrolled in LLEC (4.12) is lower than the average value (4.38) in all categories. There were statistically significant differences (ANOVA- test, $P < 0.05$) in eight categories between enrollment status.

The average satisfaction score of ESEL trainings #4 and #5 was significantly greater than ESEL trainings #1 and 2 except for “My teamwork skills have improved”.

The survey findings showed a higher score in the beneficiary satisfaction in relation to the delivery of ESEL training program. This is a result of the delivery of ESEL training and its supporting resources including the ESEL Curriculum, Teacher’s Manual, Student’s Handbook and Blended ESEL training tools for LLEC youth, “Entrepreneur seeds” manuals for sub-grant applicants, and other activities implemented under the project including the sub-grant scheme, the School-Based Enterprise (SBE) initiative, and an opportunity to participate in a youth-led “Entrepreneur Club” that was established at the target schools following the completion of the ESEL training in project soums.

As per data analysis, results revealed that there was a statistically significant difference ($P < 0.05$) in 7 categories. The results obtained from the satisfaction survey indicate a positive and significant improvement in ESEL training cohorts #4 and #5.

When comparing satisfaction scores of 8 categories by gender, it is evident that the average satisfaction scores of females is higher than that of males. There were statistically significant differences (T- test, $P < 0.05$) in 8 categories between females and males.

Participants found the ESEL training program very useful for managing everyday problems of interaction in social contexts. They especially appreciated the program for its effect of increasing self-confidence in communications.

The satisfaction score varies significantly by employment status. The survey findings showed that there were statistically significant differences (T- test, $P < 0.05$) in “Class participation and interactions were encouraged” (Sig or P value – .030) and “My entrepreneurial knowledge and skills have increased” (P value - 0.037) between employed and unemployed youth. Moreover, there is no variation in satisfaction score between regular (in-class) and Blended ESEL trainings (T- test, $P < 0.05$).

By aimag, Khovd (4.50) exhibited the highest level of satisfaction amongst all aimags. This was followed by Gobisumber (4.40) and Zavkhan (4.35) aimags. Uvurkhangai (4.31), Sukhbaatar (4.33) and Zavkhan (4.35) aimags exhibited a below average score. There are significant differences ($P < 0.05$) in overall 8 categories across 5 aimags.

The satisfactions scores of participants range from 4.43 among 13-15 years, 4.35 in 16-18 years, 4.27 for 19-21 years, 4.29 for 22-24 years, to 4.27 for 25-27 years, so age appears to be a significant factor in satisfaction scores. This value decreases as age increases.

To investigate the relationships between the eight categories, enrollment status, and the ESEL training session, Pearson’s r Correlation Coefficient was calculated. A strong positive ($r = 0.609$, $P < 0.01$) and moderate positive relationship were found between the cate-

gories ($0.422 < r < 0.582$, $P < 0.01$), respectively.

The average satisfaction scores of females aged 13-15 years in ESEL training cohorts #4 and #5 who attended both regular and Blended ESEL training and were enrolled in secondary school or in TVET from Gobisumber and Khovd aimags are greater and above the average value compared with the other categories within the groups.

For Blended ESEL trainings of #4 and #5, 69.43% of beneficiaries were satisfied with the instructions provided in the tablet. Conversely, 4.22% of children and youth were dissatisfied with it.

The surveyed children and youth were also asked about what needed improving in future in order to increase the quality of the training. A high percentage of respondents noted the video lessons (31.7%), followed by the training content (30.4%), the training equipment (29.7%) and the exercises/assignments (28.4%).

Beneficiary satisfaction level for ESEL training sessions #1, 2, 4 and #5. The results of the survey show that the beneficiary satisfaction with ESEL training programs #1, 2, 4 and #5, is 93.1%, a very satisfied level. 94.9% of the children and youth who participated in the study agreed that “The trainers/counsellors were skilled (competent) at facilitating training sessions” and exhibited the highest level of satisfaction. This is followed by 94.8% of respondents agreeing that “The training met my needs”, and 94.6% said “The training teachers/counsellors were knowledgeable in their subject area”, respectively.

As participants' satisfaction levels range from 92.0% in ESEL training #2, 92.3% in ESEL training #1, 92.7% in ESEL training #5, to 93.6% in ESEL training #4, satisfaction with the training amongst surveyed children and youth was extremely high, and led to their being encouraged and becoming highly motivated.

Participants appreciated that they would apply what they had learned to analyzing their own decisions more carefully, interacting with others, regulating their emotions better, making action plans, identifying, and accessing opportunities, and increasing confidence in their own strengths.

Beneficiary satisfaction score for ESEL training sessions #1 and #2. The overall satisfaction score for Beneficiary satisfaction survey of ESEL training #1 and #2 was 4.25. Beneficiaries were generally satisfied with the ESEL training program and the project.

By category, the average satisfaction score for “I liked team work” was highest at 4.40. This was followed by scores for “The topics and content covered in the training were appropriate” (4.35), “Organization of the training was good” (4.29) and “The way how team was formed was good” (4.28), respectively. Conversely, the average satisfaction score for “The information given before the training and what was covered in the training were similar” was lowest at 4.08.

Kolmogorov-Smirnov and Shafro-Wilk's tests ($P > .05$) showed that the satisfaction scores were not normally distributed for both males and females.

When the data is disaggregated by enrollment status, average satisfaction scores for “I

liked team work" were highest among children and youth (4.41) enrolled in secondary school, followed by not enrolled in any types of education/out-of-school youth (4.35) and LLEC (4.20), respectively. Average satisfaction score for "The information given before the training and what was covered in the training were similar" was the lowest among children and youth of LLEC (3.60), followed by secondary school (4.08).

The group of females appeared to demonstrate significantly higher rates of satisfaction scores compared with males. Results revealed that there was a statistically significant difference (T- test, $P < 0.05$) in 2 categories between females and males.

Comparison satisfaction scores between ESEL training #1 and #2 shows that the trainings differed from each other. It was observed that the average scores in 3 categories as well as "The topics and content covered in the training were appropriate", "The way how team was formed was good" and "I liked team work" were above average value (4.25). The survey findings showed no statistically significant differences (T- test, $P < 0.05$) between ESEL trainings #1 and #2, and also between employed and unemployed youth.

Comparison of the 10 different statements relating to entrepreneurship and socioemotional learning training among aimags indicate that there was similarity between Zavkhan and Uvurkhangai aimags in all categories. While satisfaction scores of other 3 aimags were quite different from each other in relation to all statements. It was observed that the highest aimag satisfaction scores for "I liked teamwork" were given by Sukhbaatar aimag. 6 categories of Sukhbaatar exhibited the higher score among all aimags. There are significant differences ($P < 0.05$) in 7 categories across 5 aimags.

While the differences in satisfaction scores between the highest (Sukhbaatar and Khovd) and the lowest (Uvurkhangai) aimags are statistically significant, differences in average satisfaction score across the other aimags are also statistically significant, due to significant intra-aimag variations.

A moderate positive ($0.411 < r < 0.535$, $P < 0.01$) and low positive relationship was found between the categories ($0.213 < r < 0.387$, $P < 0.01$), respectively. There was no statistically significant relationship found between school enrollment, ESEL training and 10 categories.

The average satisfaction scores of females aged 13-15, and 19-21 years who attended ESEL trainings #1 and #2 and who were enrolled in secondary school or unemployed from Gobisumber, Khovd and Sukhbaatar aimags are greater and above the average compared with the other categories within the groups.

Beneficiary satisfaction level for ESEL training sessions #1 and #2. Overall, 92.0 percent of beneficiaries were satisfied with ESEL training programs #1 and #2, especially their usefulness and results. It is clear from the results that 95.9% of the children and youth who participated in the study agreed that "The topics and content covered in the ESEL training were appropriate", and they were also satisfied. Majority of the respondents (94.8%) agreed that "I liked team work" and "Organization of the training was good". About 92.5% said they have become more proactive.

The satisfaction level of surveyed participants in ESEL training #2 was greater than for ESEL training #1, 92.5% and 91.3%, respectively. There is no more significant training session variation in satisfaction level among youth.

Drop-out survey from children and youth. In total, 135 children and youth were surveyed in 5 aimags of whom 42.2% were females and 57.8% were males. The drop-out rate was 4.7 percent. The proportion of drop-out children and youth is much higher in Zavkhan, Uvurkhangai and Khovd aimags compared with the other 2 aimags of Gobisumber and Sukhbaatar within the scope of conduction between the ESEL training sessions #1 and #2. Overall, approximately, 49% of surveyed respondents reported that they left the training at the beginning, 35.56% responded they left midway, and 15.56% reported left the training toward the end of the training.

A question was asked concerning the reasons that had affected their discontinuity of the ESEL training. According to the findings, 60.7% (n=82) of the participants reported personal reasons, 32.6% said COVID -19 and related matters, 15.6% reported other reasons such as preparation for General Entrance Exam, migration to other soums/aimags, school workload, lack of motivation, the need to assist with household chores and health problem etc.

When asked about their personal reasons for non-attendance, respondents reported reasons such as a lack of sufficient time for training due to: a) school – 25.19%, b) employment – 8.89%, c) herding 2.22%, participation in other extracurricular activities – 8.15%, poor health condition – 2.22%, and participation in another similar training - 1.48% etc.

The participants were asked whether they would participate if the training was provided later and combined both online and in-person modalities, 75% and 66.7% of surveyed participants expressed that they would be very and somewhat likely to continue the training, respectively.

Moreover, a question was asked about what the project team could have done that would have helped them continue their participation in the ESEL training. As per data, 31.1% of children and youth answered the need to change or adjust the training schedule, followed by 20.7% who said that is is necessary to increase active participation by the participants, and 12.6% said that the organization of the training is needed to be improved.

5.2. Recommendations

Based on the survey findings, the following recommendations have been provided:

1. In future surveys, it may be necessary to simplify the questions as some were difficult to understand for beneficiaries of different age groups and school enrollment status.
2. Combining three rounds of the beneficiary satisfaction survey (survey monkey and google form, different questionnaires) is not recommended, as it complicates the data processing.
3. Wider dissemination of the detailed evidence-based and experience sharing meetings and guidelines would help reduce gaps between stakeholders' knowledge, expectations and capabilities on how best to mobilise children and youth ESEL knowledge, skills and mindset, as well as to encourage trainers/counsellors who may have limited information and experience.
4. As children and youth were generally satisfied with the ESEL training program, the way forward would be to maintain the current situation and focus on improving the satisfaction score of children and youth who scored below average at soum and aimag level.
5. The length of the training and the length of one lesson were appropriate for the ESEL training program and the current number of cohorts and their allocated running time should continue.
6. Study why the children and youth of Khovd and Sukhbaatar aimags exhibited the highest level of satisfaction and implement these best practices in the other aimags.
7. Use the advantages and efficiency of ESEL training #4 for further training to maximise its usefulness and results.
8. Include more male students in the ESEL training program and increase their level of participation.
9. Blended ESEL training is found to better meet the learning needs of target youth at risk of dropping out of the ESEL training.
10. The participants' suggestions and the survey findings on improvements for the quality of the training were first to improve the quality and number of video lessons, followed by improving training content, training equipment and exercises/assignments in that order.
11. Increase community and public awareness of the overall project at all levels, using a fact sheet and infographics of key findings from the beneficiary satisfaction survey.
12. It can be concluded from the key findings that the project needs to make some strategic and operational adjustments to training delivery in future rounds to facilitate the integration of ESEL skills' development into the secondary school curriculum and youth skills' development programs.
13. It is important to build capacity and conduct knowledge transfer sessions at the national level by delivering the Training of Trainers (ToT) of ESEL training program in coordination with the Ministry of Education and Science (MES), General Authority for Education (GAE), and Institute of Education of Mongolia.



SAVE THE CHILDREN

ENTREPRENEUR SEEDS



6.

ТАНХИМ 2

ANNEXES

ГОЛ СУРГАМЖ

Appendix 1. Beneficiary satisfaction scores of ESEL training sessions #1, 2, 4 and #5, by soum and aimag

#	Category	Gobisumber		Khovd								Sukhbaatar						Average	
		Shivegobi	Sumber	Bulgan	Jargalant	Mankhan	Must	Uyench	Zereg	Altai	Khovd	Barunurt	Bayandelger	Erdensagsaan	Munkhkhann	Ongon	Sukhbaatar		
1	The training met my needs.	4.36	4.38	4.41	4.72	4.49	4.46	4.38	4.58	4.56	4.49	4.48	4.10	4.38	4.21	4.21	4.21	4.27	4.36
2	The training teachers/counsellors were knowledgeable in their subject area.	4.53	4.52	4.52	4.69	4.69	4.54	4.52	4.60	4.57	4.57	4.57	4.34	4.55	4.32	4.32	4.32	4.41	4.46
3	The trainers/counsellors were skilled (competent) at facilitating training sessions.	4.48	4.52	4.52	4.75	4.55	4.59	4.48	4.62	4.56	4.57	4.56	4.29	4.43	4.54	4.41	4.41	4.46	4.47
4	Class participation and interactions were encouraged.	4.47	4.48	4.48	4.72	4.49	4.47	4.36	4.49	4.50	4.49	4.45	4.29	4.43	4.35	4.32	4.37	4.40	4.40
5	My entrepreneurial knowledge and skills have increased.	4.27	4.34	4.46	4.69	4.42	4.47	4.36	4.62	4.46	4.49	4.53	4.19	4.50	4.21	3.94	4.26	4.36	4.36
6	I am more likely to start a new business in the future.	4.44	4.37	4.51	4.72	4.54	4.50	4.44	4.55	4.60	4.54	4.49	4.18	4.54	4.31	4.14	4.32	4.40	4.40
7	My teamwork skills have improved.	4.17	4.30	4.38	4.55	4.24	4.38	4.09	4.48	4.40	4.37	4.43	3.94	4.25	4.24	4.03	4.19	4.25	4.25
8	I have been able to apply the knowledge and skills acquired in the training in real life settings.	4.31	4.36	4.47	4.80	4.42	4.30	4.33	4.54	4.53	4.48	4.50	4.15	4.46	4.35	4.15	4.33	4.36	4.36

Continued

Appendix 2. Beneficiary satisfaction scores of ESEL training sessions #1, 2, 4 and #5, by soum and aimag

#	Category	Uvurkhangai								Zavkhan								Average	
		Arvaikheer	Bat-Ulzii	Bogd	Guchin-Uls	Kharchorin	Khujirt	Sant	Uyanga	Uvurkhangai	Bayantes	Ikh-Uli	Telmen	Tes	Tosontsengel	Tudevtei	Uliastai		Zavkhan
1	The training met my needs.	4.56	4.51	4.51	4.50	4.23	4.39	4.57	4.22	4.33	4.49	4.17	3.99	4.30	4.41	4.19	4.53	4.32	4.36
2	The training teachers/counselors were knowledgeable in their subject area.	4.72	4.53	4.58	4.00	4.20	4.61	4.25	4.24	4.34	4.43	4.41	4.10	4.44	4.53	4.16	4.63	4.43	4.46
3	The trainers/counselors were skilled (competent) at facilitating training sessions.	4.69	4.53	4.62	4.60	4.25	4.57	4.32	4.23	4.36	4.47	4.47	4.07	4.48	4.53	4.19	4.70	4.45	4.47
4	Class participation and interactions were encouraged.	4.63	4.25	4.51	4.50	4.26	4.48	4.54	4.19	4.32	4.47	4.35	3.94	4.40	4.45	4.08	4.65	4.37	4.40
5	My entrepreneurial knowledge and skills have increased.	4.69	4.58	4.45	4.30	4.22	4.52	4.36	4.20	4.32	4.41	4.14	3.94	4.48	4.44	4.08	4.54	4.33	4.36
6	I am more likely to start a new business in the future.	4.53	4.47	4.48	4.40	4.23	4.56	4.64	4.22	4.34	4.43	4.24	4.19	4.48	4.45	4.11	4.54	4.38	4.40
7	My teamwork skills have improved.	4.53	4.40	4.42	4.10	4.12	4.19	4.21	4.09	4.20	4.27	4.09	3.79	4.29	4.27	4.08	4.35	4.19	4.25
8	I have been able to apply the knowledge and skills acquired in the training in real life settings.	4.50	4.53	4.49	4.10	4.21	4.48	4.25	4.17	4.29	4.34	4.19	4.07	4.56	4.42	4.11	4.54	4.35	4.36

Appendix 3. Beneficiary satisfaction scores of ESEL training sessions #1, 2, 4 and #5, by gender, age group, enrollment and employment status, training session

#	Category	Gender		Age group					Enrollment status				Employment status		ESEL training					Training type						
		Male	Female	13-15	16-18	19-21	22-24	25-27	Enrolled in secondary school	Enrolled in TVET	Enrolled in LLECC	Not enrolled in any types of education	Employed	Unemployed	ESEL #1	ESEL #2	ESEL #4	ESEL #5	Regular ESEL	Blended ESEL	Average					
1	The training met my needs.	4.31	4.40	4.40	4.34	4.27	4.27	4.26	4.38	4.49	4.13	4.27	4.32	4.35	4.30	4.37	4.38	4.36	4.37	4.37	4.36	4.37	4.37	4.36	4.36	4.46
2	The training teachers/counselors were knowledgeable in their subject area.	4.42	4.48	4.52	4.38	4.35	4.39	4.31	4.46	4.57	4.17	4.43	4.33	4.44	4.15	4.12	4.52	4.48	4.52	4.48	4.48	4.48	4.48	4.48	4.48	4.46
3	The trainers/counselors were skilled (competent) at facilitating training sessions.	4.43	4.50	4.52	4.42	4.37	4.40	4.35	4.48	4.60	4.19	4.42	4.36	4.46	4.27	4.33	4.52	4.46	4.50	4.48	4.47	4.48	4.48	4.47	4.47	
4	Class participation and interactions were encouraged.	4.36	4.44	4.46	4.36	4.23	4.32	4.26	4.43	4.51	4.10	4.31	4.19	4.37	4.27	4.28	4.44	4.40	4.44	4.40	4.40	4.44	4.39	4.40	4.40	
5	My entrepreneurial knowledge and skills have increased.	4.30	4.40	4.41	4.32	4.22	4.22	4.21	4.37	4.48	4.11	4.25	4.19	4.35	4.29	4.24	4.39	4.35	4.39	4.35	4.36	4.36	4.36	4.36	4.36	
6	I am more likely to start a new business in the future.	4.34	4.44	4.46	4.38	4.18	4.23	4.27	4.44	4.46	4.06	4.27	4.21	4.35	4.44	4.40	4.42	4.35	4.42	4.35	4.40	4.36	4.40	4.40	4.40	
7	My teamwork skills have improved.	4.21	4.27	4.27	4.22	4.23	4.21	4.18	4.23	4.38	4.09	4.26	4.22	4.27	4.10	4.10	4.26	4.29	4.27	4.28	4.25	4.25	4.25	4.25	4.25	
8	I have been able to apply the knowledge and skills acquired in the training in real life settings.	4.32	4.39	4.38	4.36	4.29	4.32	4.30	4.35	4.51	4.09	4.36	4.28	4.38	4.24	4.17	4.41	4.36	4.39	4.36	4.36	4.39	4.39	4.36	4.36	

Appendix 4. Beneficiary satisfaction scores of ESEL training sessions #1 and #2, by soum and aimag

#	Category	Gobisumber		Khovd								Sukhbaatar					Average		
		Shivegobi	Sumber	Gobisumber	Bulgan	Jargalant	Mankhan	Must	Uyench	Zereg	ᠶᠡᠯᠡᠲᠠᠢ	Khovd	Barun-Urt	Bayandelger	Erdensagsagan	Munkkhaan		Ongon	Sukhbaatar
1	The information given before the training and what was covered in the training were similar.	4.10	4.00	4.05	4.24	-	3.47	4.00	3.94	3.81	4.31	4.02	-	4.50	4.71	3.88	3.89	4.18	4.08
2	I am able to regulate my emotions better than before.	3.80	4.50	4.15	4.66	-	4.82	4.29	4.11	4.25	4.19	4.44	-	4.25	4.43	4.13	4.89	4.46	4.23
3	My skill to plan for achieving a goal has improved.	4.00	4.20	4.10	4.51	-	4.59	4.43	3.83	4.25	4.31	4.35	-	3.75	4.57	4.63	4.44	4.43	4.22
4	I have become more proactive.	4.10	4.50	4.30	4.56	-	4.59	4.57	4.06	4.06	4.19	4.38	-	3.75	4.14	4.50	4.33	4.25	4.23
5	My skill in identifying new opportunities have improved.	4.30	4.60	4.45	4.61	-	4.47	4.14	4.11	4.19	4.19	4.35	-	4.25	4.29	4.00	4.56	4.29	4.17
6	I think more critically than before.	4.10	4.60	4.35	4.44	-	4.59	4.36	3.94	4.00	4.38	4.31	-	4.00	4.57	4.38	4.56	4.43	4.22
7	The topics and content covered in the training were appropriate.	4.30	4.60	4.45	4.71	-	4.65	4.50	4.17	4.25	4.50	4.51	-	4.25	4.29	4.75	4.67	4.54	4.35
8	The way how team was formed was good.	4.20	4.50	4.35	4.46	-	4.71	4.50	4.06	4.38	4.06	4.38	-	4.75	4.43	4.63	4.44	4.54	4.28
9	I liked team work.	3.90	4.60	4.25	4.61	-	4.59	4.64	4.06	4.38	4.31	4.46	-	4.50	5.00	5.00	4.78	4.86	4.40
10	The information given before the training and what was covered in the training were similar.	4.40	4.30	4.35	4.59	-	4.71	4.57	4.22	4.38	4.38	4.49	-	4.50	4.14	4.50	4.22	4.32	4.29

Continued

Appendix 5. Beneficiary satisfaction scores of ESEL training sessions #1 and #2, by soum and aimag

#	Category	Uvurkhangaï								Zavkhan							Average	
		Arvaikheer	Bat-Ulzii	Bogd	Guchin-Uls	Kharkhorin	Khujirt	Sant	Uyanga	Uvurkhangaï	Bayants	Ikh-Uul	Telmen	Tes	Tosontsengel	Tudevei		Uliastai
1	The information given before the training and what was covered in the training were similar.	-	4.10	4.36	4.30	3.74	4.46	4.00	4.05	4.02	4.38	4.06	4.29	4.24	4.23	-	4.22	4.08
2	I am able to regulate my emotions better than before.	-	4.00	4.27	4.10	3.85	4.08	4.40	4.05	4.02	4.29	4.31	4.29	3.82	4.00	-	4.15	4.23
3	My skill to plan for achieving a goal has improved.	-	4.40	4.09	4.40	3.98	4.46	4.30	3.90	4.12	4.24	4.19	4.21	4.12	4.00	-	4.13	4.22
4	I have become more proactive.	-	4.60	4.09	4.30	3.96	4.62	4.30	3.95	4.15	4.29	4.13	4.07	4.12	4.08	-	4.12	4.23
5	My skill in identifying new opportunities have improved.	-	4.70	4.00	4.10	3.81	4.46	4.10	3.75	4.01	4.10	4.06	4.21	4.12	3.85	-	4.04	4.17
6	I think more critically than before.	-	4.00	4.00	4.50	4.06	4.54	4.30	3.85	4.12	4.10	4.19	4.36	4.12	4.00	-	4.13	4.22
7	The topics and content covered in the training were appropriate.	-	4.40	4.45	4.80	4.02	4.46	4.50	3.95	4.23	4.33	4.19	4.43	4.06	3.92	-	4.21	4.35
8	The way how team was formed was good.	-	4.50	4.55	4.30	3.94	4.54	4.50	4.00	4.19	4.43	4.25	4.57	4.00	3.69	-	4.20	4.28
9	I liked team work.	-	4.50	4.36	4.50	4.06	4.77	4.70	4.05	4.29	4.43	4.25	4.64	4.53	4.00	-	4.38	4.40
10	The information given before the training and what was covered in the training were similar.	-	4.20	4.36	4.50	4.00	4.46	4.10	4.10	4.17	4.24	4.00	4.36	4.06	4.15	-	4.16	4.29

Appendix 6. Beneficiary satisfaction score of ESEL training sessions #1 and #2, by gender, age group, enrollment and employment status

#	Category	Gender		Age group					Enrollment status				Employment status		ESEL training		Average
		Male	Female	13-15	16-18	19-21	22-24	25-27	Enrolled in secondary school	Enrolled in TVET	Enrolled in LLECC	Not enrolled in any types of education	Employed	Unemployed	ESEL #1	ESEL #2	
1	The information given before the training and what was covered in the training were similar.	4.06	4.10	4.08	4.05	4.33	4.26	4.00	4.08	-	3.60	4.23	4.06	4.17	4.04	4.11	4.08
2	I am able to regulate my emotions better than before.	4.13	4.30	4.27	4.17	4.17	4.37	4.25	4.22	-	4.20	4.32	4.25	4.29	4.15	4.28	4.23
3	My skill to plan for achieving a goal has improved.	4.14	4.28	4.31	4.17	3.92	4.05	4.00	4.24	-	3.80	4.00	4.06	4.10	4.23	4.21	4.22
4	I have become more proactive.	4.16	4.28	4.26	4.22	4.25	4.05	4.25	4.24	-	4.20	4.16	4.19	4.27	4.24	4.22	4.23
5	My skill in identifying new opportunities have improved.	4.12	4.20	4.16	4.17	4.42	4.05	4.00	4.16	-	4.20	4.19	4.06	4.27	4.19	4.16	4.17
6	I think more critically than before.	4.19	4.24	4.27	4.17	4.17	4.26	4.00	4.22	-	3.80	4.23	4.13	4.24	4.22	4.22	4.22
7	The topics and content covered in the training were appropriate.	4.29	4.38	4.39	4.31	4.25	4.37	4.00	4.35	-	4.20	4.32	4.25	4.41	4.29	4.38	4.35
8	The way how team was formed was good.	4.26	4.30	4.29	4.29	4.42	4.11	4.00	4.30	-	3.60	4.23	4.13	4.27	4.28	4.28	4.28
9	I liked team work.	4.33	4.45	4.46	4.37	4.50	4.26	4.00	4.41	-	4.20	4.35	4.38	4.32	4.41	4.40	4.40
10	The information given before the training and what was covered in the training were similar.	4.23	4.33	4.31	4.25	4.33	4.37	4.25	4.29	-	4.20	4.29	4.31	4.37	4.23	4.33	4.29

Appendix 7. A Average beneficiary satisfaction scores of all surveyed training sessions, by gender, age group, enrollment and employment status

#	Category	Gender		Age group					Enrollment status				Employment status		ESEL training		Training type		Average	
		Male	Female	13-15	16-18	19-21	22-24	25-27	Enrolled in secondary school	Enrolled in TVET	Enrolled in LLECC	Not enrolled in any types of education	Employed	Unemployed	ESEL #1	ESEL #2	ESEL #4	ESEL #5		Regular ESEL
1	Average score of ESEL training #1, 2, 4 and #5	4.34	4.42	4.43	4.35	4.27	4.29	4.27	4.27	4.39	4.50	4.12	4.32	4.26	4.25	4.42	4.38	4.41	4.39	4.38
2	Average score of ESEL training #1 and #2	4.19	4.29	4.28	4.22	4.28	4.22	4.08	4.25	-	4.00	4.23	4.18	4.27	4.23	4.26	-	-	-	4.25

Appendix 8. Average beneficiary satisfaction scores of all surveyed sessions by soum and aimag

#	Category	Gobisumber		Khovd						Sukhbaatar					Average			
		Shivegobi	Sumber	Bulgan	Jargalant	Mankhan	Must	Uyench	Zereg	Зилтэй	Khovd	Baruunurt	Bayandelger	Erdentsagaan		Munkkhaan	Ongon	Sukhbaatar
1	Average score of ESEL training #1, 2, 4 and #5	4.38	4.41	4.40	4.47	4.71	4.48	4.47	4.37	4.56	4.52	4.50	4.19	4.44	4.32	4.19	4.33	4.38
2	Average score of ESEL training #1 and #2	4.12	4.44	4.28	4.54	-	4.52	4.40	4.05	4.19	4.28	4.37	-	4.25	4.44	4.48	4.43	4.25

#	Category	Uvurkhangai						Zavkhan						Average					
		Arvaikheer	Bat-Ulzii	Bogd	Guchin-Uс	Kharkhorin	Khujirt	Sant	Uyanga	Uvurkhangai	Bayantes	Ikh-Uli	Telmen		Tes	Tosontsengel	Tudevtei	Ullastai	Zavkhan
1	Average score of ESEL training #1, 2, 4 and #5	4.61	4.47	4.51	4.31	4.22	4.47	4.39	4.20	4.31	4.41	4.26	4.01	4.43	4.44	4.13	4.56	4.35	4.38
2	Average score of ESEL training #1 and #2	-	4.34	4.25	4.38	3.94	4.48	4.32	3.97	4.13	4.28	4.11	4.16	4.34	4.12	3.99	-	4.18	4.25

Appendix 9. T- test results of ESEL training sessions #1 & 2, by gender**Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
The information given before the training and what was covered in the training were similar.	Male	159	4.06	.740	.059
	Female	229	4.10	.845	.056
I am able to regulate my emotions better than before.	Male	159	4.13	.634	.050
	Female	229	4.30	.719	.048
My skill to plan for achieving a goal has improved.	Male	159	4.14	.557	.044
	Female	229	4.28	.620	.041
I have become more proactive.	Male	159	4.16	.611	.048
	Female	229	4.28	.682	.045
My skill in identifying new opportunities have improved.	Male	159	4.12	.620	.049
	Female	229	4.20	.684	.045
I think more critically than before.	Male	159	4.19	.568	.045
	Female	229	4.24	.653	.043
The topics and content covered in the training were appropriate.	Male	159	4.29	.544	.043
	Female	229	4.38	.593	.039
The way how team was formed was good.	Male	159	4.26	.658	.052
	Female	229	4.30	.812	.054
I liked team work.	Male	159	4.33	.581	.046
	Female	229	4.45	.684	.045
Organization of the training was good.	Male	159	4.23	.550	.044
	Female	229	4.33	.652	.043

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower		Upper	
The information given before the training and what was covered in the training were similar.	2.013	.157	-.528	386	.597	-.044	.083	-.207	.119		
I am able to regulate my emotions better than before.	10.268	.001	-2.419	386	.016	-.171	.071	-.310	-.032		
My skill to plan for achieving a goal has improved.	11.882	.001	-2.227	386	.027	-.137	.061	-.257	-.016		
I have become more proactive.	8.122	.005	-2.270	361.561	.024	-.137	.060	-.255	-.018		
My skill in identifying new opportunities have improved.	4.787	.029	-1.197	386	.232	-.081	.068	-.215	.052		
I think more critically than before.	4.563	.033	-1.218	359.894	.224	-.081	.067	-.213	.050		
The topics and content covered in the training were appropriate.	7.319	.007	-1.605	386	.109	-.095	.059	-.211	.021		
The way how team was formed was good.	6.209	.013	-1.630	357.727	.104	-.095	.058	-.210	.020		
I liked team work.	5.103	.024	-1.817	386	.070	-.121	.066	-.252	.010		
Organization of the training was good.	8.517	.004	-1.669	386	.096	-.105	.063	-.230	.019		
			-1.720	371.405	.086	-.105	.061	-.226	.015		

T- test results of ESEL training sessions #1 & 2

Group Statistics

	ESEL	N	Mean	Std. Deviation	Std. Error Mean
The information given before the training and what was covered in the training were similar.	ESEL training #1	156	4.04	.798	.064
	ESEL training #2	232	4.11	.807	.053
I am able to regulate my emotions better than before.	ESEL training #1	156	4.15	.624	.050
	ESEL training #2	232	4.28	.728	.048
My skill to plan for achieving a goal has improved.	ESEL training #1	156	4.23	.589	.047
	ESEL training #2	232	4.21	.605	.040
I have become more proactive.	ESEL training #1	156	4.24	.626	.050
	ESEL training #2	232	4.22	.677	.044
My skill in identifying new opportunities have improved.	ESEL training #1	156	4.19	.651	.052
	ESEL training #2	232	4.16	.666	.044
I think more critically than before.	ESEL training #1	156	4.22	.593	.048
	ESEL training #2	232	4.22	.637	.042
The topics and content covered in the training were appropriate.	ESEL training #1	156	4.29	.622	.050
	ESEL training #2	232	4.38	.538	.035
The way how team was formed was good.	ESEL training #1	156	4.28	.734	.059
	ESEL training #2	232	4.28	.765	.050
I liked team work.	ESEL training #1	156	4.41	.651	.052
	ESEL training #2	232	4.40	.644	.042
Organization of the training was good.	ESEL training #1	156	4.23	.651	.052
	ESEL training #2	232	4.33	.585	.038

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
The information given before the training and what was covered in the training were similar.	1.028	.311	-.756	386	.450	-.063	.083	-.226	.101	
I am able to regulate my emotions better than before.	10.101	.002	-1.713	386	.087	-.122	.071	-.262	.018	
My skill to plan for achieving a goal has improved.	.140	.709	.316	386	.752	.020	.062	-.102	.141	
I have become more proactive.	.000	.997	.349	386	.727	.024	.068	-.110	.157	
My skill in identifying new opportunities have improved.	.083	.773	.450	386	.653	.031	.068	-.104	.165	
I think more critically than before.	.363	.547	-.029	386	.977	-.002	.064	-.128	.124	
The topics and content covered in the training were appropriate.	.324	.569	-1.603	386	.110	-.095	.059	-.212	.022	
The way how team was formed was good.	.038	.846	-.031	386	.975	-.002	.078	-.156	.151	
I liked team work.	.269	.604	.140	386	.889	.009	.067	-.122	.141	
Organization of the training was good.	.160	.690	-1.527	386	.128	-.097	.063	-.221	.028	
			-1.495	308.143	.136	-.097	.065	-.224	.031	

T- test results of ESEL training sessions #1 & 2, by employment status

Group Statistics

	Employment status	N	Mean	Std. Deviation	Std. Error Mean
The information given before the training and what was covered in the training were similar.	Employed	16	4.06	.772	.193
	Unemployed	41	4.17	.803	.125
I am able to regulate my emotions better than before.	Employed	16	4.25	.447	.112
	Unemployed	41	4.29	.642	.100
My skill to plan for achieving a goal has improved.	Employed	16	4.06	.574	.143
	Unemployed	41	4.10	.625	.098
I have become more proactive.	Employed	16	4.19	.655	.164
	Unemployed	41	4.27	.672	.105
My skill in identifying new opportunities have improved.	Employed	16	4.06	.680	.170
	Unemployed	41	4.27	.633	.099
I think more critically than before.	Employed	16	4.13	.500	.125
	Unemployed	41	4.24	.663	.103
The topics and content covered in the training were appropriate.	Employed	16	4.25	.447	.112
	Unemployed	41	4.41	.631	.099
The way how team was formed was good.	Employed	16	4.13	.806	.202
	Unemployed	41	4.27	.742	.116
I liked team work.	Employed	16	4.38	.806	.202
	Unemployed	41	4.32	.687	.107
Organization of the training was good.	Employed	16	4.31	.479	.120
	Unemployed	41	4.37	.536	.084

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
The information given before the training and what was covered in the training were similar.	.748	.391	-.462	55	.646	-.108	.234	-.578	.361	
I am able to regulate my emotions better than before.	2.056	.157	-.243	55	.809	-.043	.175	-.394	.309	
My skill to plan for achieving a goal has improved.	.468	.497	-.195	55	.846	-.035	.180	-.396	.326	
I have become more proactive.	.363	.550	-.411	55	.683	-.081	.197	-.389	.319	
My skill in identifying new opportunities have improved.	.364	.549	-.1080	55	.285	-.206	.191	-.479	.318	
I think more critically than before.	4.557	.037	-.648	55	.520	-.119	.183	-.487	.249	
The topics and content covered in the training were appropriate.	7.310	.009	-.951	55	.346	-.165	.173	-.448	.210	
The way how team was formed was good.	.191	.664	-.639	55	.525	-.143	.224	-.511	.182	
I liked team work.	.236	.629	.272	55	.786	.058	.213	-.466	.137	
Organization of the training was good.	1.381	.245	-.347	55	.730	-.053	.154	-.592	.306	
			-.365	30.554	.717	-.053	.146	-.622	.335	
						.058	.213	-.368	.484	
						.058	.228	-.413	.529	
						-.053	.154	-.361	.255	
						-.053	.146	-.351	.245	

Appendix 10. ANOVA test results of ESEL training sessions #1, 2, 4 and #5, by enrollment status**ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
The training met my needs.	Between Groups	17.228	3	5.743	14.649	.000
	Within Groups	1075.684	2744	.392		
	Total	1092.912	2747			
The training teachers/counsellors were knowledgeable in their subject area.	Between Groups	17.578	3	5.859	13.696	.000
	Within Groups	1173.917	2744	.428		
	Total	1191.495	2747			
The trainers/counsellors were skilled (competent) at facilitating training sessions.	Between Groups	20.236	3	6.745	16.610	.000
	Within Groups	1114.376	2744	.406		
	Total	1134.612	2747			
Class participation and interactions were encouraged.	Between Groups	22.482	3	7.494	17.707	.000
	Within Groups	1161.347	2744	.423		
	Total	1183.829	2747			
My entrepreneurial knowledge and skills have increased.	Between Groups	19.590	3	6.530	14.459	.000
	Within Groups	1239.206	2744	.452		
	Total	1258.796	2747			
I am more likely to start a new business in the future.	Between Groups	26.993	3	8.998	20.393	.000
	Within Groups	1210.687	2744	.441		
	Total	1237.680	2747			
My teamwork skills have improved.	Between Groups	10.901	3	3.634	7.130	.000
	Within Groups	1398.326	2744	.510		
	Total	1409.227	2747			
I have been able to apply the knowledge and skills acquired in the training in real life settings.	Between Groups	20.460	3	6.820	13.901	.000
	Within Groups	1346.269	2744	.491		
	Total	1366.729	2747			

Multiple Comparisons

Dependent Variable	(I) Enrollment status	(J) Enrollment status	Mean Difference (I-J)	Std. Error	Sig.
The training met my needs.	Enrolled in secondary school	Enrolled in TVET	-.109 [*]	.035	.011
		Enrolled in LLEC	.248 [*]	.052	.000
		Not enrolled in any types of education	.104 [*]	.038	.030
	Enrolled in TVET	Enrolled in secondary school	.109 [*]	.035	.011
		Enrolled in LLEC	.357 [*]	.060	.000
		Not enrolled in any types of education	.214 [*]	.048	.000
	Enrolled in LLEC	Enrolled in secondary school	-.248 [*]	.052	.000
		Enrolled in TVET	-.357 [*]	.060	.000
		Not enrolled in any types of education	-.144	.061	.087
	Not enrolled in any types of education	Enrolled in secondary school	-.104 [*]	.038	.030
		Enrolled in TVET	-.214 [*]	.048	.000
		Enrolled in LLEC	.144	.061	.087
The training teachers/ counsellors were knowledgeable in their subject area.	Enrolled in secondary school	Enrolled in TVET	-.111 [*]	.037	.014
		Enrolled in LLEC	.286 [*]	.054	.000
		Not enrolled in any types of education	.025	.040	.924
	Enrolled in TVET	Enrolled in secondary school	.111 [*]	.037	.014
		Enrolled in LLEC	.397 [*]	.062	.000
		Not enrolled in any types of education	.136 [*]	.050	.032
	Enrolled in LLEC	Enrolled in secondary school	-.286 [*]	.054	.000
		Enrolled in TVET	-.397 [*]	.062	.000
		Not enrolled in any types of education	-.261 [*]	.064	.000
	Not enrolled in any types of education	Enrolled in secondary school	-.025	.040	.924
		Enrolled in TVET	-.136 [*]	.050	.032
		Enrolled in LLEC	.261 [*]	.064	.000
The trainers/counsellors were skilled (competent) at facilitating training sessions.	Enrolled in secondary school	Enrolled in TVET	-.129 [*]	.036	.002
		Enrolled in LLEC	.290 [*]	.053	.000
		Not enrolled in any types of education	.054	.039	.505
	Enrolled in TVET	Enrolled in secondary school	.129 [*]	.036	.002
		Enrolled in LLEC	.419 [*]	.061	.000
		Not enrolled in any types of education	.183 [*]	.048	.001
	Enrolled in LLEC	Enrolled in secondary school	-.290 [*]	.053	.000
		Enrolled in TVET	-.419 [*]	.061	.000
		Not enrolled in any types of education	-.236 [*]	.062	.001
	Not enrolled in any types of education	Enrolled in secondary school	-.054	.039	.505
		Enrolled in TVET	-.183 [*]	.048	.001
		Enrolled in LLEC	.236 [*]	.062	.001
Class participation and interactions were encouraged.	Enrolled in secondary school	Enrolled in TVET	-.081	.037	.119
		Enrolled in LLEC	.329 [*]	.054	.000
		Not enrolled in any types of education	.116 [*]	.039	.017
	Enrolled in TVET	Enrolled in secondary school	.081	.037	.119
		Enrolled in LLEC	.410 [*]	.062	.000
		Not enrolled in any types of education	.197 [*]	.049	.000
	Enrolled in LLEC	Enrolled in secondary school	-.329 [*]	.054	.000
		Enrolled in TVET	-.410 [*]	.062	.000
		Not enrolled in any types of education	-.213 [*]	.064	.004
	Not enrolled in any types of education	Enrolled in secondary school	-.116 [*]	.039	.017
		Enrolled in TVET	-.197 [*]	.049	.000
		Enrolled in LLEC	.213 [*]	.064	.004

My entrepreneurial knowledge and skills have increased.	Enrolled in secondary school	Enrolled in TVET	-.109 [*]	.038	.022
		Enrolled in LLEC	.263 [*]	.056	.000
		Not enrolled in any types of education	.125 [*]	.041	.012
	Enrolled in TVET	Enrolled in secondary school	.109 [*]	.038	.022
		Enrolled in LLEC	.371 [*]	.064	.000
		Not enrolled in any types of education	.233 [*]	.051	.000
	Enrolled in LLEC	Enrolled in secondary school	-.263 [*]	.056	.000
		Enrolled in TVET	-.371 [*]	.064	.000
		Not enrolled in any types of education	-.138	.066	.153
	Not enrolled in any types of education	Enrolled in secondary school	-.125 [*]	.041	.012
		Enrolled in TVET	-.233 [*]	.051	.000
		Enrolled in LLEC	.138	.066	.153
I am more likely to start a new business in the future.	Enrolled in secondary school	Enrolled in TVET	-.027	.037	.886
		Enrolled in LLEC	.373 [*]	.055	.000
		Not enrolled in any types of education	.165 [*]	.040	.000
	Enrolled in TVET	Enrolled in secondary school	.027	.037	.886
		Enrolled in LLEC	.400 [*]	.063	.000
		Not enrolled in any types of education	.192 [*]	.050	.001
	Enrolled in LLEC	Enrolled in secondary school	-.373 [*]	.055	.000
		Enrolled in TVET	-.400 [*]	.063	.000
		Not enrolled in any types of education	-.208 [*]	.065	.008
	Not enrolled in any types of education	Enrolled in secondary school	-.165 [*]	.040	.000
		Enrolled in TVET	-.192 [*]	.050	.001
		Enrolled in LLEC	.208 [*]	.065	.008
My teamwork skills have improved.	Enrolled in secondary school	Enrolled in TVET	-.147 [*]	.040	.001
		Enrolled in LLEC	.142	.059	.078
		Not enrolled in any types of education	-.024	.043	.944
	Enrolled in TVET	Enrolled in secondary school	.147 [*]	.040	.001
		Enrolled in LLEC	.290 [*]	.068	.000
		Not enrolled in any types of education	.123	.054	.106
	Enrolled in LLEC	Enrolled in secondary school	-.142	.059	.078
		Enrolled in TVET	-.290 [*]	.068	.000
		Not enrolled in any types of education	-.167	.070	.079
	Not enrolled in any types of education	Enrolled in secondary school	.024	.043	.944
		Enrolled in TVET	-.123	.054	.106
		Enrolled in LLEC	.167	.070	.079
I have been able to apply the knowledge and skills acquired in the training in real life settings.	Enrolled in secondary school	Enrolled in TVET	-.160 [*]	.040	.000
		Enrolled in LLEC	.264 [*]	.058	.000
		Not enrolled in any types of education	-.008	.042	.997
	Enrolled in TVET	Enrolled in secondary school	.160 [*]	.040	.000
		Enrolled in LLEC	.425 [*]	.067	.000
		Not enrolled in any types of education	.152 [*]	.053	.022
	Enrolled in LLEC	Enrolled in secondary school	-.264 [*]	.058	.000
		Enrolled in TVET	-.425 [*]	.067	.000
		Not enrolled in any types of education	-.273 [*]	.068	.000
	Not enrolled in any types of education	Enrolled in secondary school	.008	.042	.997
		Enrolled in TVET	-.152 [*]	.053	.022
		Enrolled in LLEC	.273 [*]	.068	.000

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
The information given before the training and what was covered in the training were similar.	13-15	16-18	.029	.086	.997	-.21	.26	
		19-21	-.253	.240	.829	-.91	.40	
		22-24	-.183	.194	.880	-.72	.35	
		25-27	.080	.407	1.000	-1.03	1.19	
	16-18	13-15	-.029	.086	.997	-.26	.21	
		19-21	-.283	.240	.764	-.94	.37	
		22-24	-.213	.194	.809	-.74	.32	
		25-27	.051	.407	1.000	-1.06	1.17	
	19-21	13-15	.253	.240	.829	-.40	.91	
		16-18	.283	.240	.764	-.37	.94	
		22-24	.070	.297	.999	-.74	.88	
		25-27	.333	.464	.952	-.94	1.61	
	22-24	13-15	.183	.194	.880	-.35	.72	
		16-18	.213	.194	.809	-.32	.74	
		19-21	-.070	.297	.999	-.88	.74	
		25-27	.263	.442	.976	-.95	1.48	
	25-27	13-15	-.080	.407	1.000	-1.19	1.03	
		16-18	-.051	.407	1.000	-1.17	1.06	
		19-21	-.333	.464	.952	-1.61	.94	
		22-24	-.263	.442	.976	-1.48	.95	
	I am able to regulate my emotions better than before.	13-15	16-18	.094	.074	.701	-.11	.30
			19-21	.102	.206	.988	-.46	.67
			22-24	-.100	.167	.975	-.56	.36
			25-27	.019	.349	1.000	-.94	.98
16-18		13-15	-.094	.074	.701	-.30	.11	
		19-21	.007	.206	1.000	-.56	.57	
		22-24	-.194	.167	.771	-.65	.26	
		25-27	-.076	.349	1.000	-1.03	.88	
19-21		13-15	-.102	.206	.988	-.67	.46	
		16-18	-.007	.206	1.000	-.57	.56	
		22-24	-.202	.255	.933	-.90	.50	
		25-27	-.083	.399	1.000	-1.18	1.01	
22-24		13-15	.100	.167	.975	-.36	.56	
		16-18	.194	.167	.771	-.26	.65	
		19-21	.202	.255	.933	-.50	.90	
		25-27	.118	.380	.998	-.92	1.16	
25-27		13-15	-.019	.349	1.000	-.98	.94	
		16-18	.076	.349	1.000	-.88	1.03	
		19-21	.083	.399	1.000	-1.01	1.18	
		22-24	-.118	.380	.998	-1.16	.92	
My skill to plan for achieving a goal has improved.		13-15	16-18	.134	.063	.210	-.04	.31
			19-21	.392	.177	.177	-.09	.88
			22-24	.256	.143	.383	-.14	.65
			25-27	.309	.300	.842	-.51	1.13
	16-18	13-15	-.134	.063	.210	-.31	.04	
		19-21	.257	.177	.592	-.23	.74	
		22-24	.122	.143	.915	-.27	.51	
		25-27	.174	.300	.978	-.65	1.00	
	19-21	13-15	-.392	.177	.177	-.88	.09	
		16-18	-.257	.177	.592	-.74	.23	
		22-24	-.136	.219	.972	-.74	.46	
		25-27	-.083	.343	.999	-1.02	.86	
	22-24	13-15	-.256	.143	.383	-.65	.14	
		16-18	-.122	.143	.915	-.51	.27	
		19-21	.136	.219	.972	-.46	.74	
		25-27	.053	.326	1.000	-.84	.95	
	25-27	13-15	-.309	.300	.842	-1.13	.51	
		16-18	-.174	.300	.978	-1.00	.65	
		19-21	.083	.343	.999	-.86	1.02	
		22-24	-.053	.326	1.000	-.95	.84	

I have become more proactive.	13-15	16-18	.038	.070	.983	-.15	.23	
		19-21	.007	.196	1.000	-.53	.55	
		22-24	.205	.159	.700	-.23	.64	
		25-27	.007	.333	1.000	-.90	.92	
	16-18	13-15	-.038	.070	.983	-.23	.15	
		19-21	-.031	.196	1.000	-.57	.51	
		22-24	.166	.159	.833	-.27	.60	
		25-27	-.031	.333	1.000	-.94	.88	
	19-21	13-15	-.007	.196	1.000	-.55	.53	
		16-18	.031	.196	1.000	-.51	.57	
		22-24	.197	.243	.926	-.47	.86	
		25-27	.000	.380	1.000	-1.04	1.04	
	22-24	13-15	-.205	.159	.700	-.64	.23	
		16-18	-.166	.159	.833	-.60	.27	
		19-21	-.197	.243	.926	-.86	.47	
		25-27	-.197	.362	.982	-1.19	.79	
	25-27	13-15	-.007	.333	1.000	-.92	.90	
		16-18	.031	.333	1.000	-.88	.94	
		19-21	.000	.380	1.000	-1.04	1.04	
		22-24	.197	.362	.982	-.79	1.19	
	My skill in identifying new opportunities have improved.	13-15	16-18	-.014	.070	1.000	-.21	.18
			19-21	-.257	.197	.690	-.80	.28
			22-24	.107	.159	.962	-.33	.54
			25-27	.160	.334	.989	-.76	1.08
16-18		13-15	.014	.070	1.000	-.18	.21	
		19-21	-.243	.197	.733	-.78	.30	
		22-24	.122	.159	.941	-.32	.56	
		25-27	.174	.334	.985	-.74	1.09	
19-21		13-15	.257	.197	.690	-.28	.80	
		16-18	.243	.197	.733	-.30	.78	
		22-24	.364	.243	.566	-.30	1.03	
		25-27	.417	.381	.810	-.63	1.46	
22-24		13-15	-.107	.159	.962	-.54	.33	
		16-18	-.122	.159	.941	-.56	.32	
		19-21	-.364	.243	.566	-1.03	.30	
		25-27	.053	.363	1.000	-.94	1.05	
25-27		13-15	-.160	.334	.989	-1.08	.76	
		16-18	-.174	.334	.985	-1.09	.74	
		19-21	-.417	.381	.810	-1.46	.63	
		22-24	-.053	.363	1.000	-1.05	.94	
I think more critically than before.		13-15	16-18	.094	.066	.609	-.09	.28
			19-21	.102	.185	.982	-.41	.61
			22-24	.005	.150	1.000	-.41	.42
			25-27	.269	.314	.912	-.59	1.13
	16-18	13-15	-.094	.066	.609	-.28	.09	
		19-21	.007	.185	1.000	-.50	.51	
		22-24	-.089	.150	.976	-.50	.32	
		25-27	.174	.314	.981	-.69	1.03	
	19-21	13-15	-.102	.185	.982	-.61	.41	
		16-18	-.007	.185	1.000	-.51	.50	
		22-24	-.096	.229	.993	-.72	.53	
		25-27	.167	.358	.990	-.81	1.15	
	22-24	13-15	-.005	.150	1.000	-.42	.41	
		16-18	.089	.150	.976	-.32	.50	
		19-21	.096	.229	.993	-.53	.72	
		25-27	.263	.341	.939	-.67	1.20	
	25-27	13-15	-.269	.314	.912	-1.13	.59	
		16-18	-.174	.314	.981	-1.03	.69	
		19-21	-.167	.358	.990	-1.15	.81	
		22-24	-.263	.341	.939	-1.20	.67	

The topics and content covered in the training were appropriate.	13-15	16-18	.085	.061	.632	-.08	.25	
		19-21	.144	.171	.917	-.33	.61	
		22-24	.026	.139	1.000	-.35	.41	
		25-27	.394	.291	.656	-.40	1.19	
	16-18	13-15	-.085	.061	.632	-.25	.08	
		19-21	.059	.171	.997	-.41	.53	
		22-24	-.059	.139	.993	-.44	.32	
		25-27	.309	.291	.825	-.49	1.11	
	19-21	13-15	-.144	.171	.917	-.61	.33	
		16-18	-.059	.171	.997	-.53	.41	
		22-24	-.118	.212	.981	-.70	.46	
		25-27	.250	.332	.943	-.66	1.16	
	22-24	13-15	-.026	.139	1.000	-.41	.35	
		16-18	.059	.139	.993	-.32	.44	
		19-21	.118	.212	.981	-.46	.70	
		25-27	.368	.316	.771	-.50	1.23	
	25-27	13-15	-.394	.291	.656	-1.19	.40	
		16-18	-.309	.291	.825	-1.11	.49	
		19-21	-.250	.332	.943	-1.16	.66	
		22-24	-.368	.316	.771	-1.23	.50	
	The way how team was formed was good.	13-15	16-18	.000	.080	1.000	-.22	.22
			19-21	-.125	.225	.981	-.74	.49
			22-24	.186	.182	.845	-.31	.69
			25-27	.291	.381	.941	-.75	1.34
16-18		13-15	.001	.080	1.000	-.22	.22	
		19-21	-.125	.225	.981	-.74	.49	
		22-24	.187	.182	.843	-.31	.69	
		25-27	.292	.381	.940	-.75	1.34	
19-21		13-15	.125	.225	.981	-.49	.74	
		16-18	.125	.225	.981	-.49	.74	
		22-24	.311	.278	.796	-.45	1.07	
		25-27	.417	.435	.874	-.78	1.61	
22-24		13-15	-.186	.182	.845	-.69	.31	
		16-18	-.187	.182	.843	-.69	.31	
		19-21	-.311	.278	.796	-1.07	.45	
		25-27	.105	.415	.999	-1.03	1.24	
25-27		13-15	-.291	.381	.941	-1.34	.75	
		16-18	-.292	.381	.940	-1.34	.75	
		19-21	-.417	.435	.874	-1.61	.78	
		22-24	-.105	.415	.999	-1.24	1.03	
I liked team work.		13-15	16-18	.098	.069	.614	-.09	.29
			19-21	-.037	.193	1.000	-.56	.49
			22-24	.200	.156	.703	-.23	.63
			25-27	.463	.326	.616	-.43	1.36
	16-18	13-15	-.098	.069	.614	-.29	.09	
		19-21	-.135	.192	.956	-.66	.39	
		22-24	.102	.156	.966	-.32	.53	
		25-27	.365	.326	.796	-.53	1.26	
	19-21	13-15	.037	.193	1.000	-.49	.56	
		16-18	.135	.192	.956	-.39	.66	
		22-24	.237	.238	.857	-.42	.89	
		25-27	.500	.373	.665	-.52	1.52	
	22-24	13-15	-.200	.156	.703	-.63	.23	
		16-18	-.102	.156	.966	-.53	.32	
		19-21	-.237	.238	.857	-.89	.42	
		25-27	.263	.355	.947	-.71	1.24	
	25-27	13-15	-.463	.326	.616	-1.36	.43	
		16-18	-.365	.326	.796	-1.26	.53	
		19-21	-.500	.373	.665	-1.52	.52	
		22-24	-.263	.355	.947	-1.24	.71	

Organization of the training was good.	13-15	16-18	.061	.066	.882	-.12	.24
		19-21	-.019	.184	1.000	-.52	.48
		22-24	-.054	.149	.996	-.46	.35
		25-27	.064	.311	1.000	-.79	.92
	16-18	13-15	-.061	.066	.882	-.24	.12
		19-21	-.081	.184	.992	-.58	.42
		22-24	-.116	.149	.937	-.52	.29
		25-27	.003	.311	1.000	-.85	.86
	19-21	13-15	.019	.184	1.000	-.48	.52
		16-18	.081	.184	.992	-.42	.58
		22-24	-.035	.227	1.000	-.66	.59
		25-27	.083	.355	.999	-.89	1.06
	22-24	13-15	.054	.149	.996	-.35	.46
		16-18	.116	.149	.937	-.29	.52
		19-21	.035	.227	1.000	-.59	.66
		25-27	.118	.339	.997	-.81	1.05
	25-27	13-15	-.064	.311	1.000	-.92	.79
		16-18	-.003	.311	1.000	-.86	.85
		19-21	-.083	.355	.999	-1.06	.89
		22-24	-.118	.339	.997	-1.05	.81

ANOVA test results of ESEL#1 and #2, by enrollment status

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) School enrollment	(J) School enrollment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
The information given before the training and what was covered in the training were similar.	Enrolled in secondary school	Enrolled in LLEC	.477	.361	.385	-.37	1.33
		Not enrolled in any types of education	-.149	.150	.582	-.50	.20
	Enrolled in LLEC	Enrolled in secondary school	-.477	.361	.385	-1.33	.37
		Not enrolled in any types of education	-.626	.386	.239	-1.54	.28
	Not enrolled in any types of education	Enrolled in secondary school	.149	.150	.582	-.20	.50
		Enrolled in LLEC	.626	.386	.239	-.28	1.54
I am able to regulate my emotions better than before.	Enrolled in secondary school	Enrolled in LLEC	.019	.311	.998	-.71	.75
		Not enrolled in any types of education	-.104	.129	.702	-.41	.20
	Enrolled in LLEC	Enrolled in secondary school	-.019	.311	.998	-.75	.71
		Not enrolled in any types of education	-.123	.333	.928	-.91	.66
	Not enrolled in any types of education	Enrolled in secondary school	.104	.129	.702	-.20	.41
		Enrolled in LLEC	.123	.333	.928	-.66	.91
My skill to plan for achieving a goal has improved.	Enrolled in secondary school	Enrolled in LLEC	.444	.267	.222	-.18	1.07
		Not enrolled in any types of education	.244	.111	.073	-.02	.51
	Enrolled in LLEC	Enrolled in secondary school	-.444	.267	.222	-1.07	.18
		Not enrolled in any types of education	-.200	.286	.764	-.87	.47
	Not enrolled in any types of education	Enrolled in secondary school	-.244	.111	.073	-.51	.02
		Enrolled in LLEC	.200	.286	.764	-.47	.87
I have become more proactive.	Enrolled in secondary school	Enrolled in LLEC	.036	.296	.992	-.66	.73
		Not enrolled in any types of education	.075	.123	.818	-.22	.36
	Enrolled in LLEC	Enrolled in secondary school	-.036	.296	.992	-.73	.66
		Not enrolled in any types of education	.039	.317	.992	-.71	.78
	Not enrolled in any types of education	Enrolled in secondary school	-.075	.123	.818	-.36	.22
		Enrolled in LLEC	-.039	.317	.992	-.78	.71

My skill in identifying new opportunities have improved.	Enrolled in secondary school	Enrolled in LLEC	-.035	.298	.992	-.74	.66
		Not enrolled in any types of education	-.029	.124	.971	-.32	.26
	Enrolled in LLEC	Enrolled in secondary school	.035	.298	.992	-.66	.74
		Not enrolled in any types of education	.006	.318	1.000	-.74	.76
	Not enrolled in any types of education	Enrolled in secondary school	.029	.124	.971	-.26	.32
		Enrolled in LLEC	-.006	.318	1.000	-.76	.74
I think more critically than before.	Enrolled in secondary school	Enrolled in LLEC	.424	.279	.281	-.23	1.08
		Not enrolled in any types of education	-.001	.116	1.000	-.27	.27
	Enrolled in LLEC	Enrolled in secondary school	-.424	.279	.281	-1.08	.23
		Not enrolled in any types of education	-.426	.298	.328	-1.13	.28
	Not enrolled in any types of education	Enrolled in secondary school	.001	.116	1.000	-.27	.27
		Enrolled in LLEC	.426	.298	.328	-.28	1.13
The topics and content covered in the training were appropriate.	Enrolled in secondary school	Enrolled in LLEC	.149	.259	.833	-.46	.76
		Not enrolled in any types of education	.027	.108	.966	-.23	.28
	Enrolled in LLEC	Enrolled in secondary school	-.149	.259	.833	-.76	.46
		Not enrolled in any types of education	-.123	.277	.898	-.78	.53
	Not enrolled in any types of education	Enrolled in secondary school	-.027	.108	.966	-.28	.23
		Enrolled in LLEC	.123	.277	.898	-.53	.78
The way how team was formed was good.	Enrolled in secondary school	Enrolled in LLEC	.698	.338	.098	-1.10	1.49
		Not enrolled in any types of education	.072	.140	.863	-.26	.40
	Enrolled in LLEC	Enrolled in secondary school	-.698	.338	.098	-1.49	.10
		Not enrolled in any types of education	-.626	.361	.194	-1.48	.22
	Not enrolled in any types of education	Enrolled in secondary school	-.072	.140	.863	-.40	.26
		Enrolled in LLEC	.626	.361	.194	-.22	1.48
I liked team work.	Enrolled in secondary school	Enrolled in LLEC	.212	.291	.747	-.47	.90
		Not enrolled in any types of education	.057	.121	.885	-.23	.34
	Enrolled in LLEC	Enrolled in secondary school	-.212	.291	.747	-.90	.47
		Not enrolled in any types of education	-.155	.312	.873	-.89	.58
	Not enrolled in any types of education	Enrolled in secondary school	-.057	.121	.885	-.34	.23
		Enrolled in LLEC	.155	.312	.873	-.58	.89
Organization of the training was good.	Enrolled in secondary school	Enrolled in LLEC	.090	.277	.944	-.56	.74
		Not enrolled in any types of education	-.001	.115	1.000	-.27	.27
	Enrolled in LLEC	Enrolled in secondary school	-.090	.277	.944	-.74	.56
		Not enrolled in any types of education	-.090	.296	.950	-.79	.61
	Not enrolled in any types of education	Enrolled in secondary school	.001	.115	1.000	-.27	.27
		Enrolled in LLEC	.090	.296	.950	-.61	.79

Appendix 11. Paired Sample Correlations of ESEL training sessions # 1, 2, 4 & #5

Correlations

	The training met my needs.	The training teachers/counselors were knowledgeable in their subject area.	The trainers/counselors were skilled (competent) at facilitating training sessions.	Class participation and interactions were encouraged.	My entrepreneurial knowledge and skills have increased.	I am more likely to start a new business in the future.	My teamwork skills have improved.	I have been able to apply the knowledge and skills acquired in the training in real life settings.	Enrollment status	ESEL training session
The training met my needs.	1									
	Pearson Correlation Sig. (2-tailed)	.483**	.517**	.489**	.557**	.541**	.513**	.492**	-.066**	.012
	N	2748	2748	2748	2748	2748	2748	2748	2748	2748
The training teachers/counselors were knowledgeable in their subject area.		1								
	Pearson Correlation Sig. (2-tailed)	.483**	.594**	.501**	.466**	.465**	.422**	.437**	-.035	.164**
	N	2748	2748	2748	2748	2748	2748	2748	2748	2748
The trainers/counselors were skilled (competent) at facilitating training sessions.			1							
	Pearson Correlation Sig. (2-tailed)	.594**	.534**	.503**	.503**	.492**	.463**	.460**	-.047**	.077**
	N	2748	2748	2748	2748	2748	2748	2748	2748	2748
Class participation and interactions were encouraged.				1						
	Pearson Correlation Sig. (2-tailed)	.501**	.534**	.521**	.521**	.564**	.476**	.492**	-.080**	.063**
	N	2748	2748	2748	2748	2748	2748	2748	2748	2748
My entrepreneurial knowledge and skills have increased.					1					
	Pearson Correlation Sig. (2-tailed)	.466**	.503**	.521**	.521**	.609**	.582**	.575**	-.072**	.037
	N	2748	2748	2748	2748	2748	2748	2748	2748	2748
I am more likely to start a new business in the future.						1				
	Pearson Correlation Sig. (2-tailed)	.465**	.492**	.564**	.609**	.609**	.537**	.576**	-.108**	.054
	N	2748	2748	2748	2748	2748	2748	2748	2748	2748
My teamwork skills have improved.							1			
	Pearson Correlation Sig. (2-tailed)	.422**	.463**	.476**	.582**	.537**	.537**	.580**	.005	.082**
	N	2748	2748	2748	2748	2748	2748	2748	2748	2748
I have been able to apply the knowledge and skills acquired in the training in real life settings.								1		
	Pearson Correlation Sig. (2-tailed)	.437**	.460**	.492**	.575**	.576**	.580**	.804	-.014	.000
	N	2748	2748	2748	2748	2748	2748	2748	2748	2748
Enrollment status									1	
	Pearson Correlation Sig. (2-tailed)	-.066**	-.047**	-.080**	-.072**	-.108**	.005	-.014	.475	.236**
	N	2748	2748	2748	2748	2748	2748	2748	2748	2748
ESEL training session										1
	Pearson Correlation Sig. (2-tailed)	.012	.077**	.063**	.037	.117	.082**	.067**	.000	.236**
	N	2748	2748	2748	2748	2748	2748	2748	2748	2748

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

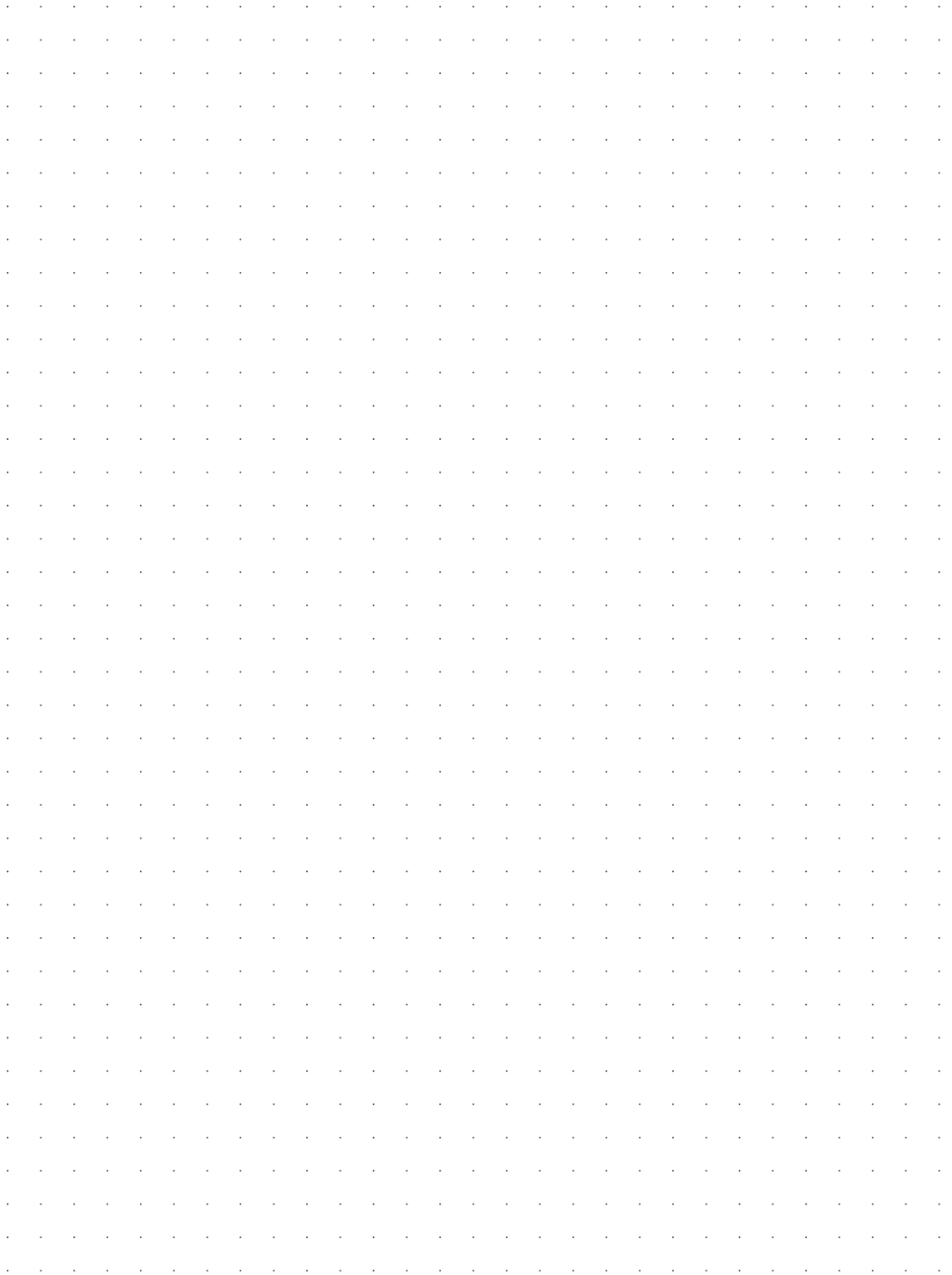
Paired Sample Correlations of ESEL training sessions #1 & 2

Correlations

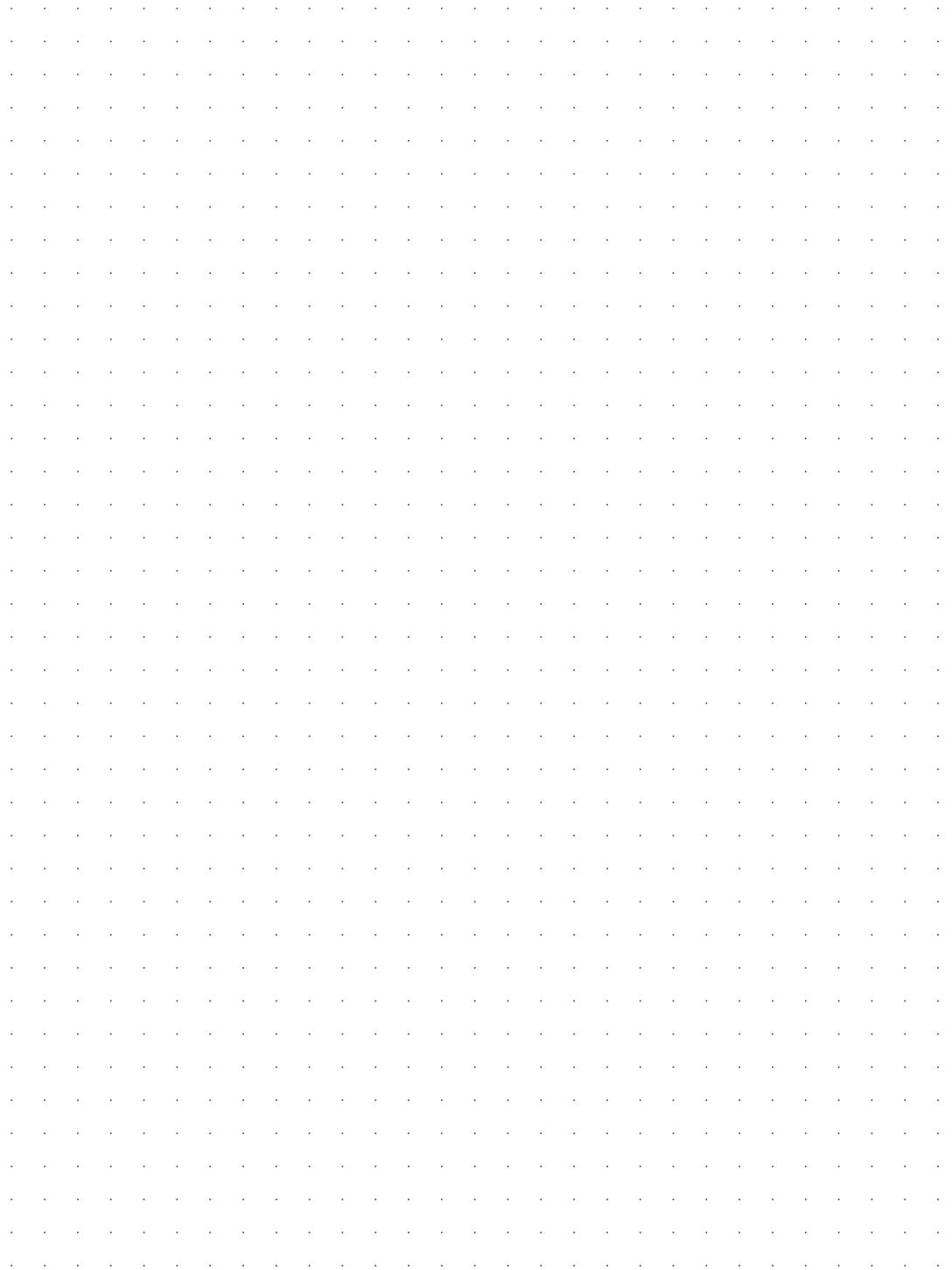
	The information given before the training and what was covered in the training were similar.	I am able to regulate my emotions better than before.	My skill to plan for achieving a goal has improved.	I have become more proactive.	My skill in identifying new opportunities have improved.	I think more critically than before.	The topics covered in the training were appropriate.	The way how team was formed was good.	I liked team work.	Organization of the training was good.
The information given before the training and what was covered in the training were similar.	1	.078	.172**	.155**	.179**	.135**	.213**	.132**	.170**	.151**
	Pearson Correlation Sig.(2-tailed)	.124	.001	.002	.000	.008	.000	.009	.001	.003
	N	388	388	388	388	388	388	388	388	388
I am able to regulate my emotions better than before.	.078	1	.387**	.439**	.411**	.458**	.402**	.289**	.327**	.321**
	Pearson Correlation Sig.(2-tailed)	.124	.000	.000	.000	.000	.000	.000	.000	.000
	N	388	388	388	388	388	388	388	388	388
My skill to plan for achieving a goal has improved.	.172**	.387**	1	.464**	.464**	.449**	.419**	.264**	.385**	.285**
	Pearson Correlation Sig.(2-tailed)	.001	.000	.000	.000	.000	.000	.000	.000	.000
	N	388	388	388	388	388	388	388	388	388
I have become more proactive.	.155**	.439**	.464**	1	.431**	.385**	.434**	.245**	.299**	.297**
	Pearson Correlation Sig.(2-tailed)	.002	.000	.000	.000	.000	.000	.000	.000	.000
	N	388	388	388	388	388	388	388	388	388
My skill in identifying new opportunities have improved.	.179**	.411**	.464**	.431**	1	.372**	.400**	.258**	.308**	.289**
	Pearson Correlation Sig.(2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	388	388	388	388	388	388	388	388	388
I think more critically than before.	.135**	.458**	.449**	.385**	.372**	1	.375**	.244**	.275**	.282**
	Pearson Correlation Sig.(2-tailed)	.008	.000	.000	.000	.000	.000	.000	.000	.000
	N	388	388	388	388	388	388	388	388	388
The topics and content covered in the training were appropriate.	.213**	.402**	.419**	.434**	.400**	.375**	1	.383**	.402**	.420**
	Pearson Correlation Sig.(2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	388	388	388	388	388	388	388	388	388
The way how team was formed was good.	.132**	.289**	.264**	.245**	.258**	.244**	.383**	1	.535**	.332**
	Pearson Correlation Sig.(2-tailed)	.009	.000	.000	.000	.000	.000	.000	.000	.000
	N	388	388	388	388	388	388	388	388	388
I liked team work.	.170**	.327**	.385**	.299**	.308**	.275**	.402**	.535**	1	.357**
	Pearson Correlation Sig.(2-tailed)	.001	.000	.000	.000	.000	.000	.000	.000	.000
	N	388	388	388	388	388	388	388	388	388
Organization of the training was good.	.151**	.321**	.285**	.297**	.289**	.282**	.420**	.357**	.357**	1
	Pearson Correlation Sig.(2-tailed)	.003	.000	.000	.000	.000	.000	.000	.000	.000
	N	388	388	388	388	388	388	388	388	388

** : Correlation is significant at the 0.01 level (2-tailed).

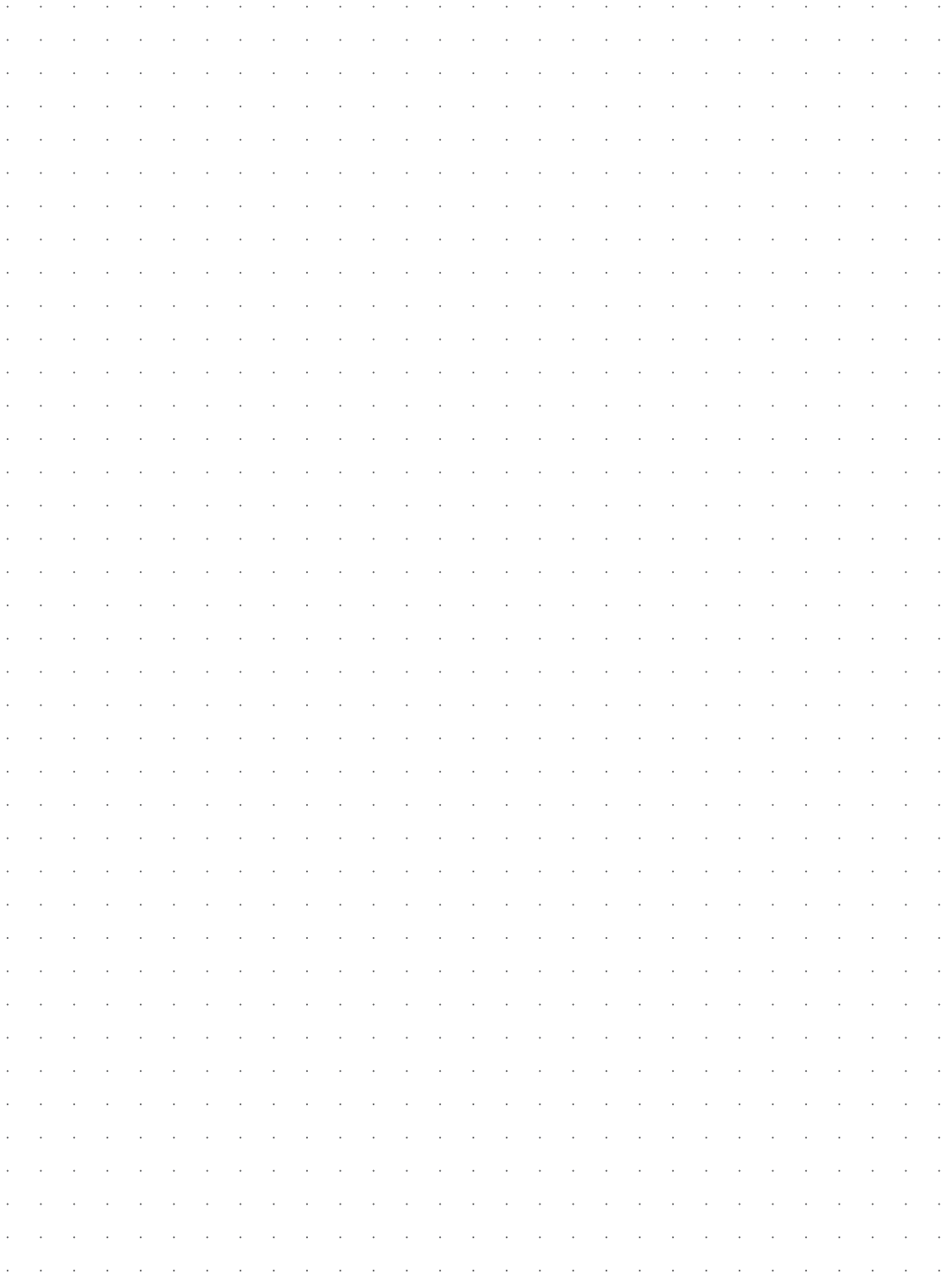
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