



Implementing organization

This project is funded by the Japan Social Development Fund and implemented by Save the Children Japan in Mongolia under the management of the World Bank.



Save the Children

📍 Ulaanbaatar, Chingeltei district, Arizona center, 4th floor
 ☎ +976-11-329365, +976-11-329371
 📠 +976-11-329361
 ✉ mongolia.secretary@savethechildren.org

🌐 www.savethechildren.mn
 📘 Save the Children in Mongolia
 📺 Save the Children MN
 📷 [Savethechildren.mongolia](https://www.instagram.com/Savethechildren.mongolia)



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“ENTREPRENEURSHIP-FOCUSED SOCIOEMOTIONAL SKILLS FOR THE MOST VULNERABLE YOUTH IN RURAL MONGOLIA” PROJECT (2019-2025)



**LEARN TOGETHER
CREATE TOGETHER**

Project Development Objective:

To train vulnerable, disadvantaged youth in Mongolia's remote rural districts across five provinces with socioemotional skills for improved performance in school and preparation for entry into self-employment.

Project components:



An innovative, locally tailored "Entrepreneurship-focused socioemotional learning" (ESEL) curriculum and training package were developed based on international trends, local needs and participation. The ESEL training program was piloted and disseminated through a collaboration with multiple stakeholders.



A sub-grant mechanism was established to enable the practical application and further development of the ESEL knowledge, skills and mindset acquired through the training program, and pitch competitions were organized to provide sub-grant to the projects developed by children and youth.



The project outcomes and benefits were enhanced through the engagement of relevant stakeholders and development of the ecosystem for the ESEL program. The success and lessons learnt were reflected. The project's best practices and methodologies were shared. Furthermore, the project-level sustainability strategy was formulated and disseminated.

Project target aimags:



A total of

8,773

children and youth

aged 14-25, including students in grades 8-12 of Secondary schools, Lifelong Education Centers, Technical and Vocational Education and Training institutes, as well as those who are out-of-school and at risk of unemployment, have participated in ESEL training program to develop their entrepreneurship knowledge, socioemotional skills and mindset.

KEY RESULTS



Based on the expansive learning theory, "Entrepreneurship-focused socioemotional learning" (ESEL) training program was developed with supporting resources, and a Blended ESEL training program was introduced.



At the 5 target aimags and 29 soums of the project, Aimag-level Councils (ALCs) and a Soum-level Councils (SLCs) consisting of representatives of local government authorities, the private sector, parents, and community members were created and collaborated.



Seven (7) ESEL training sessions were conducted at the secondary schools, Lifelong Education Centers (LEECs), Technical and Vocational Education and Training (TVET) institutes of target soums, with the participation of 8,773 children and youth.



A total of 594 teachers were trained as ESEL teachers/counsellors to deliver the ESEL training program. Additionally, 50 Master teachers were prepared for the organization of Training of Trainers (ToT) of the ESEL training program.



Forty-five (45) Entrepreneur Clubs were established at target schools, to strengthen the knowledge, skills and mindset acquired through the ESEL training, wherein 2,940 children and youth have been actively engaged.



The Pitch competition was organized 8 times, where children and youth who completed the ESEL training formed teams to present their business ideas for the implementation in their local communities. A total of 3,286 children and youth took part in the competition, presenting their projects, of which 1,471 received sub-grants.



360 teams who won the pitch competition were awarded with sub-grants of up to \$1,000 to apply their knowledge and skills from the training in real life by implementing their business ideas.



In the target aimags and soums, a support mechanism was created through the preparation and provision of 5 Business Coaches, 211 mentors, and 224 peer mentors with necessary skills to support the children and youth implementing the sub-grant funded projects.



At local and national level, experience sharing events were organized for exchanging lessons learnt and best practices amongst the sub-grant awardee teams, with 1,019 children and youth participating.



To promote entrepreneurship education and activities at the local level as well as to support the development of school management, the School-based Enterprise (SBE) initiative was rolled out in 6 secondary schools across 6 soums in the target 5 aimags.



The project conducted and shared the findings of baseline study, endline impact evaluation, and the beneficiary satisfaction survey. A national capacity-building training was organized on the assessment of socio-emotional skills. An assessment tool of the ESEL training program - Observational rubrics was developed and disseminated.



A comprehensive and participatory monitoring and evaluation mechanism with the engagement of multiple stakeholders was established and implemented to continuously oversee and evaluate the project progress and enhance its effectiveness. Project success stories were prepared and disseminated in various forms.