Activated2030
Mongolia

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# ACTIVITY REPORT

## Activated2030: A YOUTH ENTERPRISING PROJECT

**THE MONGOL ENTERPRISING ADVENTURE**

Ulaanbaatar, Mongolia
January, 2019

# ACKNOWLEDGEMENTS

## List of Acronyms

| #Hub | Hub Innovation Center |
|---|---|
| 'Activated2030' | 'Activated2030: A Youth Enterprising Project' |
| BI | Behavioural Insights |
| BIM | Behavioural Insight Methodologies |
| DS | Development Solutions NGO |
| EEP | Enterprise Education Pedagogy |
| ES | Educated Space LLC |
| IDIA | The Industrial Development and Innovation Agency of the Capital City |
| LLC | Limited Liability Company |
| MEA | Mongol Enterprising Adventure |
| NGO | Non-Governmental Organisation |
| StC | Save The Children |
| UNDP | United Nations Development Programme |
| UNYAP | United Nations Youth Advisory Panel |

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# EXECUTIVE SUMMARY

The **'Mongol Enterprising Adventure'** (MEA) was a **two-day event** beginning and ending at the 'Innovation Hub' and moving between four locations in the City of Ulaanbaatar, Mongolia on 27 and 28 October 2018. The event was the first major activity within 'Activated2030: A Youth Enterprising Project', initiated by UNDP in Mongolia in mid-2017. Within the context of increasing poverty, high youth unemployment, and a long school-to-work transition for many Mongolian youth (15-34 years old), the 'Activated2030' project **is aiming to improve the 'General Enterprising Tendencies' of Mongolian youth**, and in doing so increase the number and success of enterprising activities (for profit and not-for-profit projects) undertaken by young Mongolians. Using four innovative approaches: 'Design Thinking', 'Platform Approach', 'Behavioural Insight Methodologies', and 'Enterprise Education Pedagogy', the work is striving to drive a transformation in the way entrepreneurship is used to address development challenges.

The MEA provided a vehicle in which to run a series of experiments simultaneously. The overall purpose of the MEA was to:

(i)     Design and test a series of activities utilising an **'Enterprise Education Pedagogy'** aimed at improving the **'General Enterprising Tendencies'** of young Mongolians,

(ii)     Experiment with the use of a **'Design Thinking'** approach in the design and implementation of youth centred activities,

(iii)     Trial the **'Platform Approach'** bringing together a range of stakeholders to work together to support youth enterprising capabilities, and

(iv)     Experiment with the application of **'Behavioural Insights'** to interventions supporting youth enterprising activities.

The MEA established a **'platform'** consisting of four key stakeholder groups: five external organisations, professional volunteers, youth volunteers and youth participants. External organisations represented international and national non-governmental organisations (NGOs) (*Save the Children*, *Development Solutions NGO* and *Mercy Corps*), a sub-national government agency (*The Industrial Development and Innovation Agency of the Capital City*), and a private sector education provider (*Educated Space LLC*). Professional executive level volunteers from the private and public sector represented nearly 30 organisations, and youth volunteers were sourced from four youth led organisations (*Rotaract, Mongolia Needs You, the Sport Liaison Officer, and AIESEC*). The 42 youth participants were selected from 350 applications to represent diverse backgrounds (ages, geographic locations, level of education and employment status).

A core element and arguably critical to the success of the MEA was that it was designed and implemented using a **'Design Thinking' approach**. Rather than a team of 'experts' deciding which activities would be undertaken, how the event would be structured, and who would participate, every aspect of the event was designed by Mongolian youth for Mongolian youth. The UNDP led team facilitated a series of design workshops (seven) where youth and the activity host organisations worked through the **'ideation'** and **'prototyping'** stages of the 'Design Thinking' approach. The output from these workshops was the activities trialled during the MEA at the **four activity stations**. Each location (and host organisation) focused on one 'General Enterprising Tendency', such as: 'Need for Autonomy', 'Drive and Determination', 'Calculated Risk-taking' and 'Creative Tendency'. A total of **16 sub-activities were designed and delivered** across the four stations.

During the MEA, participants making up 12 teams of three to four diverse individuals moved between locations. They spent two hours at each location completing the series of activities

designed to engage the participants in the specific enterprising tendency. These activities included:

- 'Drive and Determination' station – 'Idea Development', 'Pair and Share', 'Social Pitching' and 'Reflection'
- 'Creative Tendency' station – 'Build a Tower', 'Recycling Activity', 'Build a Bridge' and 'Create Something Useful'
- 'Calculated Risk-taking' station – 'Risk Perception', 'Ball into Basket', 'Decision Tree', 'Riskopoly' and 'Artistic Reflection'
- 'Need for Autonomy' station - 'Hierarchy of Needs', 'Role-play' and 'Scavenger Hunt'

As this was a **trial of a series of prototypes**, a critical component of the MEA was the monitoring of the level of engagement and enjoyment amongst participants (and other stakeholders), together with lessons learned and the impact on the enterprising tendencies of the young participants. To enable this, a robust **monitoring plan and tools** were developed and implemented by a contracted Monitoring Specialist and the Behavioural Insights Team. These tools included: pre and post activity questionnaires, the administration of the 'General Measure of Enterprising Tendencies Test' Version 2, and observations carefully recorded using log sheets.

**Key results** generated through this monitoring process include:

- The vast majority of participants enjoyed most of the activities at all of the stations,
- 92% of participants reported learning new things,
- Three of the four 'General Enterprising Tendencies' being targeted were increased amongst the majority of participants (although the sample size is small),
- Participants demonstrated high levels of engagement with most activities,
- The most commonly reported learning was the need to move from 'I' to 'we' thinking when engaging with enterprising activities

In addition to the positive results demonstrated by participants, host organisations reported being very satisfied with being involved in the MEA, having engaged with new approaches they can apply within their organisations work.

Whilst the MEA was a success, it provided many valuable **lessons**, which, in keeping with the 'Design Thinking' approach, will be applied to the next iteration of the activities and the next round of the design and implementation of the 'Activated2030' project. An important lesson is the complexity of applying 'Behavioural Insights' in this context, to this area of work and within short timeframes and budgets. Generally, the biggest challenge and lesson was that greater time and resources are needed to maximise the results and impact of such an activity. This of course needs to be balanced with the innovative, experimental nature of the work, one that requires the rapid prototyping and trialling of interventions.

Within this context, **the MEA achieved its goals**. It has built a platform of stakeholders committed to working together to support the development of enterprising capabilities in young Mongolian's, it has trialled a number of activities designed to improve these capabilities, it has demonstrated the value of using a 'Design Thinking' approach to development projects in Mongolia, and it has provided valuable lessons on the application of 'Behavioural Insights' to youth economic empowerment. Overall, it has facilitated significant learning for all involved and demonstrated that **innovative approaches can transform the way entrepreneurship is used to address development challenges**.

# 1 INTRODUCTION

With 34.6% of the Mongolian population classified as youth, between 15 and 34 years[1], the youth bulge presents a major opportunity for Mongolia's development that is yet to be fully realised. Generating an income is a significant challenge facing many young people in Mongolia. Youth unemployment is nearly 21% (15-24 years)[2], poverty has increased by 37% within two years (2016)[3], and the school-to-work transition for urban Mongolians is up to 2.9 years[4].

Following the 2016 Mongolian National Human Development Report (NHDR) which focused on youth and their contribution to development[5], with entrepreneurship recognised as an important pillar in youth economic empowerment, and as part of its prioritisation of SDG 1 Eradicating Poverty; 10 Reducing Inequalities; and 16 Promoting Inclusive Societies, the *United Nations Development Program* (UNDP) in Mongolia set out to gain a greater understanding of youth entrepreneurship in the country. Within this context, in mid-2017, UNDP Mongolia initiated **'Activated2030: A Youth Enterprising Project'** ('Activated2030'). This report presents a summary of the first major activity of Phase 2 of this work, the **'Mongol Enterprising Adventure.'**

# 2 'ACTIVATED2030: A YOUTH ENTERPRISING PROJECT'

'Activated2030' aims to support the enterprising activities of Mongolian youth. Enterprising activities are for profit and not for profit projects.

During the first Phase of the project, UNDP sought to understand the entrepreneurial mind-set of young Mongolians. This involved three main activities; desktop research exploring youth entrepreneurship in the international and national context, an online interactive survey to measure the enterprising tendencies of young people in Mongolia, and a series of focus groups to map the

**Picture 1: Activated2030**



user journey of young Mongolians identifying as being an entrepreneur. This work highlighted the **need to support the development of enterprising capabilities in Mongolian youth**. Approaching youth income generation through an enterprising lens as opposed to a purely entrepreneurial one offers an opportunity to address several 'Sustainable Development Goals' (SDGs) simultaneously as it supports those pursuing self-employment through entrepreneurship, those wishing to be effective employees and those striving to be active citizens.[1]

Currently, within Phase two, UNDP Mongolia is establishing a platform of diverse stakeholders to design, prototype and trial a series of behavioural interventions striving to increase the enterprising tendencies, skills, behaviours, and activities of young people in Mongolia. It is expected the use of Behavioural Insight Methodologies (BIM) will provide clear evidence of which interventions facilitate the desired behaviour, and which do not. This provides a reliable evidence base in which to inform policy and program design. Hence, this work provides an opportunity **to drive a transformation in the way entrepreneurship is used in addressing development challenges**.

# 3   THE MONGOL ENTERPRISING ADVENTURE

The first major activity within Phase 2 of 'Activated2030' was the Mongol Enterprising Adventure (MEA). The overall purpose of the MEA was to:

(i)     Design and test a series of activities utilising an **'Enterprise Education Pedagogy'** (EEP) aimed at improving the **'General Enterprising Tendencies'** of young Mongolians,

(ii)    Experiment with the use of a **'Design Thinking'** approach in the design and implementation of youth centred activities,

(iii)   Trial the 'Platform Approach' bringing together a range of stakeholders to work together to support youth enterprising capabilities, and

(iv)    Experiment with the application of **'Behavioural Insights'** (BI) to interventions supporting youth enterprising activities.

The MEA logical framework shown in Figure 1 provides an outline of the event, its aim, expected results and activities.

This **two-day event** was held on 27 and 28 October 2018 in four locations across the city of Ulaanbaatar (*#Hub, University of Finance and Economics, Ziferblat* and the *Save the Children Child Protection Centre*). Each activity station (location) was hosted by an organisation working on youth economic empowerment. These were, *The Industrial Development and Innovation Agency of the Capital City (IDIA)*, *Save the Children*, *Development Solutions NGO,* and *Educated Space LLC*. Each activity station **focused on** one of four (out of the five) **'General Enterprising Tendencies'**. The **42 participants** were divided into 12 teams of three to four comprising of both urban and rural youth. Teams spent approximately two hours completing a series of activities at each station. The MEA began and finished at the *Ulaanbaatar Innovation Hub* (*#Hub*) with a fun, interactive opening and closing session. These sessions included icebreaker and team building activities, reflection activities and musical performances. The opening and closing were facilitated by young Master of Ceremonies from local *Rotaract* clubs to maximise youth to youth empowerment opportunities. Participants walked between activity stations with a volunteer guide facilitating games and quizzes during the journey. At the end of day one, participants returned to *#Hub* to complete a 'Make Your Rural Impact' session organised by *Mercy Corps* and *Development Solutions NGO*.

On completion of the two-day adventure, each participant received a package of products and services to encourage them to continue personal and professional development. This package included:

1.  **One-month membership to *#Hub*** provided free of charge by IDIA

2.  **Six-month mentorship program** provided free of charge by *Development Solutions NGO*

3.  An **Emotional Intelligence Test** and guidance session at the *Career Development Centre*, purchased by IDIA

4.  A copy of **'The Coaching Habit: Say Less, Ask More and Change the Way You Lead Forever'** authored by Michael Bungay Strainer, translated into Mongolian by Batbaatar Gombo, purchased by IDIA and provided during the 'Need for Autonomy' activity.

**Figure 1: MEA Logical Framework**



**Aim**

'The Mongol Enterprising Adventure' aimed to test the effectiveness of activities designed to improve the 'Enterprising Tendencies' of young people in Mongolia, through a fun, innovative event.

**Expected Results**

'Enterprising Tendencies' of participants improved

'Platform approach' is experimented with bringing together stakeholders

Effectiveness of using 'Behavioural Insight Methodologies' in supporting youth enterprising activities are demonstrated

An 'Enterprise Education Pedagogy' is applied

Activities aimed at improving 'General Enterprising Tendencies' of YM are tested

**Activities + Behavioural Insights + Monitoring design**

Increase awareness of the role enterprising tendencies and behavioural insights have in addressing youth economic empowerment

'Mongol Enterprising Adventure' facilitated and tested on 27-28 October, 2018

Selection of participants (48 participants from 350 applicants) 75% urban, 25% rural

Trial-Mongol Enterprising Adventure          Post-Trial Debrief

**Design Thinking** Workshop 3 (x4) ⟹ Activity Prototyping

Calculated Risk-taking (DS)

Creative Tendency (IDIA)

Drive and Determination (ES)

Need for Autonomy (StC)

**Design Thinking** Workshop 2 ⟹ Activity Ideation

**Design Thinking Workshop** 1 ⟹ Selection of Tendencies + Target Statements

**A Platform** (Partnerships)

**Enterprising Education Pedagogy** (Learning by doing)

# 4    THE MEA APPROACH

As this work is striving to transform the way entrepreneurship is used in addressing development challenges, the MEA was designed, developed and implemented using four innovative approaches: 'Design Thinking', a 'Platform Approach', 'Behavioural Insights' and an Enterprising Lens incorporating an 'Enterprise Education Pedagogy' (EEP). The combination of these approaches enabled the work and the resulting output (the MEA) to achieve multiple goals simultaneously. It brought together a range of development actors working together with a large number of Mongolian youth. This provided extensive opportunities for shared learning and capacity building. It facilitated **youth-focused co-creation** of all elements of the event. Young

**Figure 2: MEA Approach**
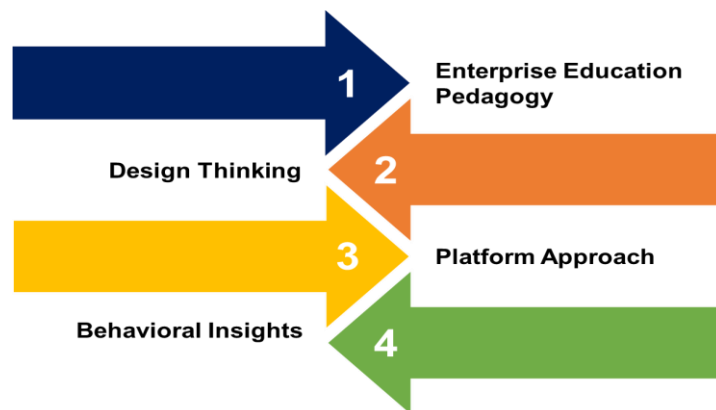


Mongolians contributed significantly to all decisions from the selection of catering and MEA merchandise, the selection of participants and volunteers, facilitation of workshops and events, and perhaps most importantly, the design of the activities offered at each station during the MEA. The adoption of the EEP facilitated the design of **interactive, multisensory activities** that enabled **experiential learning** (learning by doing). Similarly, the application of BIM ensured activities encouraged positive behaviours. This was a complex, slow, labour intensive process; however, the result was an event that was **context and client centred** and as shown in the results, thoroughly enjoyed by participants, volunteers and organisers.

## 4.1    Design Thinking

A 'Design Thinking' approach was applied across the MEA. 'Design Thinking' is an approach refined by Stanford University's D School, which focuses on developing creative solutions to problems with the user or client at the center[1]. It requires an understanding of the context and culture in which the problem is contained, and designs solutions based on genuine empathy[2]. Solutions are generated without the normal constraints of current systems and processes[3]. They are then rapidly trialled using a 'fast fail' approach[4]. This allows for continual iteration resulting in more time and cost-effective development and testing[5]. 'Design Thinking' involves six activities that often loop back on themselves: from empathising with stakeholders to the definition of the problem; ideation of solutions; prototyping of those solutions; testing of these prototypes, and finally implementing the best solution[6].

**Figure 3: Design Thinking Process**
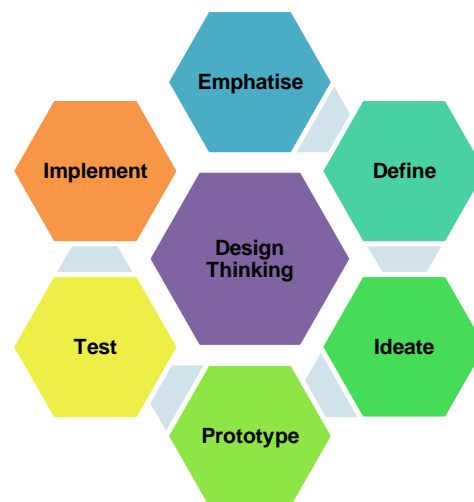
To facilitate the customer (Mongolian youth) led design of activities for the MEA, four design workshops were held during September and October 2018. These are discussed in detail in section six, the MEA Process.

**The use of the 'Design Thinking' approach** in the design and delivery of the MEA and in doing so the prototyping and trialling of a series of activities designed to improve the enterprising tendencies of young Mongolians **proved to be very successful**. As young Mongolians played a key role in the design of the activities delivered in the MEA, the activities were well received by participants (see section 9). The value of this facilitated process is further reinforced by the results demonstrating that the activities were not only enjoyed by participants but met the objective of increasing the enterprising tendencies of participants, or at the very least, increasing their engagement with and understanding of these tendencies. Another important value addition of using the 'Design Thinking' approach was the **capacity building** of staff from host organisations and the youth involved in the process in both the use of and value of 'Design Thinking'. This is reflected by staff from all four host organisations reporting they have gained experience using this innovative approach to program and intervention design that they intend to use within their organisations in the future.

However, there was of course challenges with using the 'Design Thinking' approach. The biggest one being the complex, time and resource intensive nature of the approach. The running of seven (as workshop three had four versions) tailor-made workshops, was labor intensive. The simulation of these activities, together with the collection and processing of feedback from simulation participants added further to the process. In addition, the selection of youth involved in the process could have been more representative.

## 4.2 Platform Approach

The word 'platform' has become synonymous with digital platforms. However, this is a limited view of the contemporary use of the word. A 'Platform Approach' is one which brings together a range of people and organisations to provide products and or services to address a need[7]. A 'Platform' consists of several roles and actors as illustrated in Table 1[8]. The use of the 'Platform Approach' in the MEA broke down barriers to collaboration. The 'Platform Approach' facilitated an **innovative, more flexible way of working together** that more formal, traditional partnership agreements such as Memoranda of Understanding, Cost Sharing Agreements and Requests for Proposals often limit. This collaborative approach enabled significant knowledge exchange, shared learning, genuine co-creation, and achievement of mutual and organisation specific goals. For example, *Mercy Corps* became a part of the platform by funding and organising the logistics for rural youth to participate in the MEA. This supported *UNDPs* desire for inclusivity and *Mercy Corps* work with young rural herders, together with enriching the peer-to-peer learning and teamwork amongst rural and urban MEA participants.

Adopting a 'Platform Approach' also had challenges. It added complexity as the needs, expectations and objectives of multiple organisations needed to be met. This increased the overall workload and time to move between the stages of the design process. It also required a significant in-kind commitment of staff from these organisations. This meant not all organisations of interest were able or willing to participate. Despite these challenges, **the use of the 'Platform Approach' added considerable value to the MEA**. It is highly recommended this approach continue to be used in future 'Activated2030' activities.

**Table 1: MEA Platform**

| ROLE | Platform Owners | Stakeholders | Partners | Peer Producers | Peer Consumers |
|------|-----------------|--------------|----------|----------------|----------------|
| **DESCRIPTION** | 'Players who own the vision behind the realisation of the market and ensure that the platform exists.' | 'Entities that have a specific interest in platform success or failure, in controlling platform externalities and outcomes.' | 'Professional entities that seek to create additional professional value and to collaborate with platform owners with a stronger relationship.' | 'Entities interested in providing value on the supply side of the ecosystem/marketplace, seeking for a better performance.' | 'Entities interested in consuming, utilizing, access the value that is created through and on the platform.' |
| **MEA** | UNDP | *Ulaanbaatar City Government - IDIA* | *Educated Space LLC, Save the Children, Development Solutions NGO* | *Mercy Corps, Unread, Rotaract, AIESEC, UNYAP* | Young Mongolians - MEA Participants |
| **SCALE** | **IMPACT** | | **SUPPLY** | | **DEMAND** |

Source: Adapted from 'Platform Design Toolkit 2.0: The User Guide v1.1', The Platform Design Toolkit Team, June 2017

## 4.3 Behavioural Insights

Behavioural Insights are empirical findings of human behaviour that have been drawn from a range of inter-related academic fields, including behavioural economics, experimental psychology, and social anthropology[9]. These fields seek to understand how people make decisions and how they are likely to respond to options. Applying BI when designing policies and programs support people to make better choices for themselves and society.

Throughout the planning and implementation stages of the MEA, BI were used at different points in a range of ways. For example:

- BI were the basis for recommendations for the design of the participant recruitment materials, such as to emphasise that places were 'scarce' in order to encourage more young people to sign up.

- BI formed the basis for practical recommendations to carry out the workshop. For example, through encouraging the use of checklists to ensure volunteers did not forget important components.

- In addition, BI formed the basis of recommendations for how to make the evaluation of the MEA more robust.

- BI formed the basis of the pre and post-activity questions; and helped shape the monitoring plans.

Overall, **the element of the MEA on which BI had the biggest impact was its evaluation**. For example, because the pre and post-activity questions were drawn from the recent BI literature, it helped to bring this specific branch of Social Science to the process. In addition, drawing from the BI literature led to the use of additional qualitative research techniques such as observations, and this helped to round out the evaluation and give greater depth to the findings.

Using a BI approach also brought with it challenges. As this is the first time BI has been used in this way in this part of the world, there were many unknowns. The literature, for example, does not contain studies from Mongolia on local populations, so whether previous ideas and interventions from elsewhere would be equally successful was unclear. Nevertheless, despite the challenges, alongside the three other approaches, BI contributed to a successful event that benefited young Mongolians.

## 4.4 Enterprising Lens and Enterprise Education Pedagogy

A foundation of the 'Activated2030' project and the MEA is the development of one's ability to be enterprising. The notion of being enterprising has been explored by academics and governments as a tool to help individuals and economies thrive in today's rapidly changing economic environment. **Being enterprising** and the tendencies and behaviours associated with it have been defined by scholars and adapted for use by the 'Activated2030' project as **the ability to set up and run a project**[10]. This general definition goes to the nature of being enterprising. An enterprising individual demonstrates varying levels of self-awareness, self-confidence, creativity, and problem-solving skills[11]. In addition to these core life skills, enterprising individuals possess the ability to work in teams, communicate effectively, and demonstrate critical thinking[12, 13]. The Foundation for Youth Australia believes enterprising skills such as these are some of the critical skills needed in the future work environment. The concept of being Enterprising and its associated behaviours go beyond the economic view of entrepreneurship. The terms enterprise and entrepreneurship are often confused or used interchangeability, however, there is a difference[14]. Being enterprising is a holistic approach to viewing how a project is defined. A project can be a small group or community-based activity, or a business, either for profit or not for profit. Conversely, entrepreneurship is considered a for-profit project, typically ending in the creation of a new business venture. The 'Activated2030' project's focus on using an enterprising lens is designed to help foster a more enterprising culture.

In developing an enterprising culture, academics have suggested using an '**Enterprise Education Pedagogy**'[15]. The underlining fundamentals of the EEP is on being **participant-centred, action-based and experiential** in nature. Three types of Enterprise pedagogy have been described: 'Education for enterprise,' 'Education about enterprise,' and 'Education through enterprise'[16]. The MEA applied 'Education through enterprise' which is oriented toward those with low to medium 'General Enterprising Tendencies'[17, 18], which the results of Phase 1 of 'Activated2030' suggest are the primary characteristic of Mongolian youth.

UNDP Mongolia's 'Activated2030' project team believes that **developing this enterprising culture is a holistic approach to achieving the SDGs**. A key challenge of this approach is with the confusion of the terms, enterprise and entrepreneurship. Entrepreneurship, globally and in Mongolia, is a term and phenomena that has become part of the mainstream discussion, with enterprise often being considered the same thing. This confusion of the terms was a challenge encountered within the MEA both with partners and participants. However, the holistic purpose of being enterprising allows for a more inclusive catchment of both partners and participants. In addition to this, the inclusive nature of being enterprising helped allow for innovative MEA activities and potential solutions.

# 5 THE MEA PLATFORM - STAKEHOLDERS AND PARTICIPANTS

A key element of the design and delivery of the MEA was the establishment of a 'platform' of stakeholders working together (see 4.2). This **platform consisted of four key stakeholder groups** in addition to the UNDP project team: external organisations, professional volunteers, youth volunteers and youth participants (Figure 4). By using the platform approach, the MEA has been designed by youth for youth, with UNDP and other organisations facilitating the process.

**Figure 4: MEA Platform**

| | |
|---|---|
| Organisations (6 organisations and 28 people) | Professional Volunteers ( 30 people) |
| MEA | |
| Youth Volunteers (3 organisations and 46 youth) | Youth Participants ( 29 from Ulaanbaatar and 13 from rural areas) |
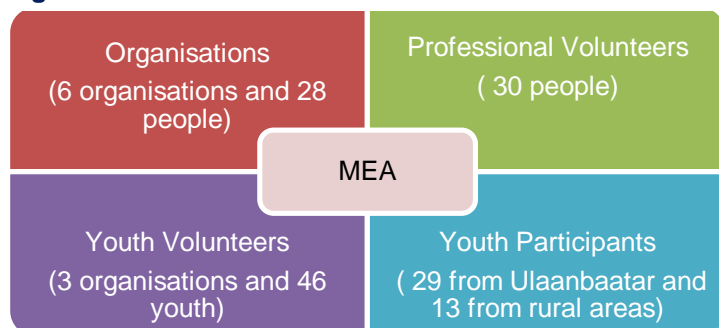
## 5.1 Organisations

The MEA was designed and delivered by a diverse group of people and organisations. Participating organisations included international and national non-governmental organisations (NGOs), a sub-national government agency, a private sector education provider and youth focused and led organisations. At least two staff from each organisation hosting an activity station were involved in the entire process of designing and delivery of their respective activity station. In addition, each host organisation was supported by youth representatives, including, 'Activated2030' project assistants and youth volunteers. Host organisation, station and staff information can be found in Figure 5.

**Figure 5: Participating Organisations**

| Funder | • UNDP<br>• Industrial Development and Innovation Agency of the Capital City |
|---|---|
| Station host organisations | • Development Solutions NGO<br>• Educated Space LLC<br>• Industrial Development and Innovation Agency of the Capital City<br>• Save the Children |
| Supporters | • Mercy Corps - Rural Participants<br>• Rotaract - Volunteers and team-building |
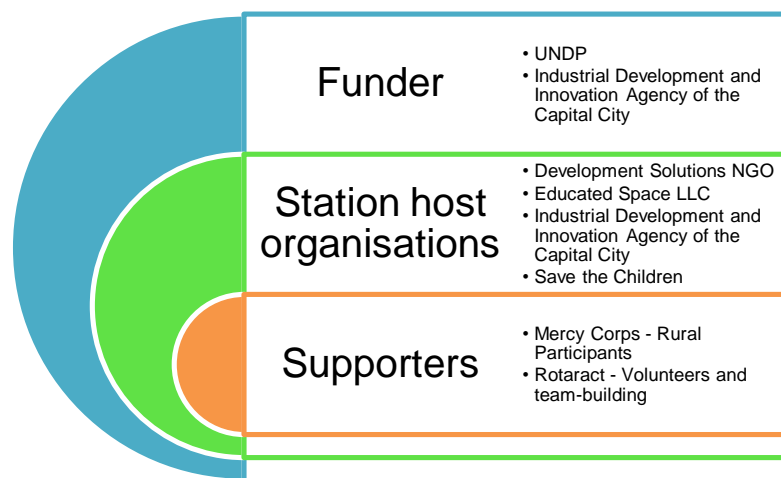
The MEA was primarily funded by *UNDP* with support from *IDIA*. To increase the diversity of the participant cohort, *Mercy Corps* funded 13 participants from rural aimags and organised their transport, accommodation and logistics. Local *Rotaract* and *AIESEC* chapters supported the MEA by organising volunteers, including the provision of Master of Ceremonies and the hosting of a team building session during the opening of the MEA.

## 5.2 Professional volunteers

Approximately **30 professionals volunteered** as guests to interact with, and provide feedback to participants during the 'Social Pitching' activity at the 'Drive and Determination' station. With the majority of these professionals holding executive positions the activity provided a rare opportunity for youth from diverse backgrounds to interact with representatives from international and national banks, national and sub-national government organisations, a former Prime Minister, and senior academic faculty members. Whilst guests were asked to listen to participants ideas

and provide constructive criticism and advice, as the activity took place, encouragement was given, future meetings were arranged and even job offers were made. One guest stated, 'Young people have the potential to develop their own idea into a business through information technology development. If they are well prepared, young people will be able to create their own jobs and create real value for themselves.'

## 5.3  Youth volunteers

A large team of youth volunteers were recruited from *Rotaract Mongolia*, *Mongolia Needs You*, the *Sports Liaison Officer*, previous UNDP youth volunteers and 'Activated2030' Phase 1 focus group participants. The **46 youth** selected as volunteers attended 2 briefing sessions prior to the MEA. Based on their interests and self-reported skills, such as language, photography and data analysis, they were allocated specific roles. For example, volunteers with a psychology or education background or previous monitoring experience were allocated monitoring roles. Volunteers with English language skills were allocated as support for international staff and consultants. Youth who had attended the activity simulations were assigned to support station hosts during the MEA as they already had an understanding of the activities and operational needs. A list of volunteer roles is provided in Figure 6.

The youth volunteers were mostly satisfied with their experience and happy to have been part of the MEA. Several expressed their appreciation and excitement after the event. One volunteer said, 'The young people don't usually know how to turn their ideas into action or what kind of problems might rise as we start. In my case, by participating in this kind of event, I will get to network and get advice from more experienced people and improve myself and become more open. I am activated'. This suggests **the MEA influenced** not only youth participants but also **volunteers**, it provided them an opportunity to gain experience, knowledge, networks and motivation.

**Figure 6: Volunteer Roles**

| Monitoring (9 Volunteers) | Logistics (9 Volunteers) | Stations (12 Volunteers) |
|---|---|---|
| •Based at activity station<br>•Observe the participants<br>•Completed the monitoring forms | •Registration<br>•Distribution of merchandise<br>•Catering | •Based at activity stations<br>•Support the station activities |
| International Staff Guides (2 Volunteers) | Team Guides (12 Volunteers) | Master of Ceremonies (2 Volunteers) |
| •Translation<br>•General guidance | •Responsible for team welfare<br>•Punctuality<br>•Engage team in fun activities whilst walking between stations | •Opening and closing of the MEA |

## 5.4  Youth participants

Participant registration was accepted through online registration at www.jotform.com or delivery of a paper application to UN House. The six-day registration process was open from 10 to 16

October 2018. A total of **350 digital applications** and one email application **were received**. No paper applications were received. Approximately 300 applicants were received from Ulaanbaatar, with the remainder from 14 aimags. The selection process focused on **diversity** of participants in terms of age, gender, education attainment, employment status and demography. Once a long list was compiled, a digital randomiser was used to select 36 participants from Ulaanbaatar and 12 participants from *Mercy Corps* six target aimags (Bulgan, Khuvsgul, Khentii, Selenge, Uvurkhangai and Zavkhan). Figure 7 provides an illustration of the participant selection process. The selection was undertaken by a team of youth volunteers made up of 'Activated2030' project assistants and UNYAP members, overseen by the UNDP Youth, Entrepreneurship and Private Sector Officer. Of the 49 participants who confirmed via telephone, only 42 presented themselves to begin the MEA. On the second day of the event two participants did not attend. One rural participant returned home for a personal emergency and one urban participant did not attend day two for unknown reasons. This equates to a **95% retention rate**.

**Figure 7: Participant Selection Process**
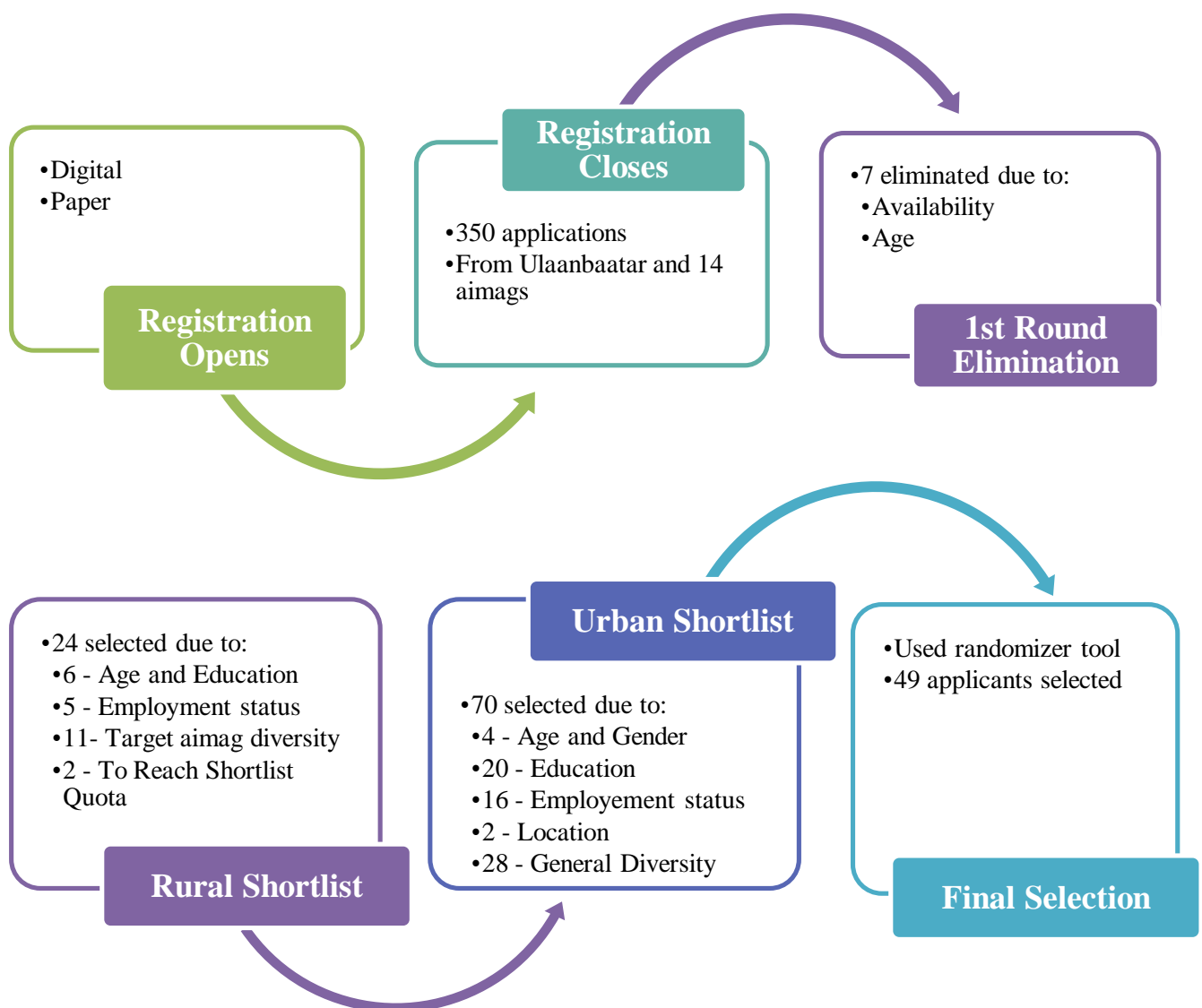
# 6   THE MEA PROCESS

A core element and arguably critical to the success of the MEA was that it was designed and implemented using a 'Design Thinking' approach. Therefore, rather than a team of 'experts' deciding which activities would be undertaken, how the event would be structured, and who would participate, every aspect of **the event was designed by Mongolian youth for Mongolian youth** facilitated by a *UNDP* led team. Figure 8 provides an outline of the process from concept, formation of partnerships (the establishment of the platform), a series of design workshops, a simulation of the activities, their subsequent modification based on client (young Mongolians) feedback, to the MEA itself, which was the first live trial of these activities, followed by post-event debriefs, data collection, analysis and reporting.

**Figure 8: MEA Process**
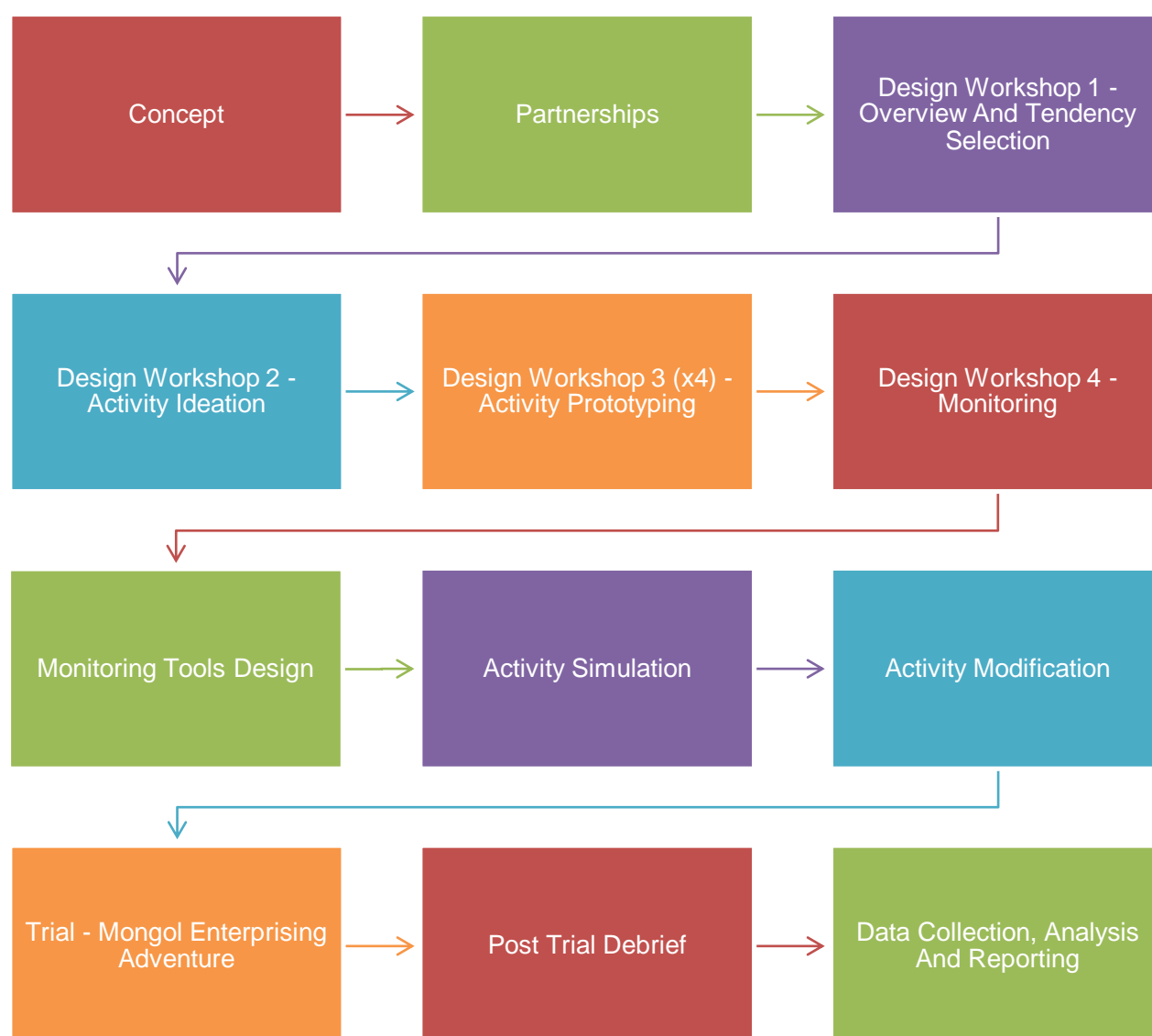
A key feature in this process was the series of **design workshops** held in September and October. During these workshops, host organisations and Mongolian youth worked through a series of activities and tools, to ideate and develop prototypes of the activities that were trialled during the MEA. An important feature of these workshops and the design process, in general, was 'youth facilitators'. A **'youth facilitator'** was assigned to each host organisation for the duration of the design and delivery of the MEA. These facilitators supported with language (between Mongolian and English), the drafting of station activity plans, the identification of resources required, and most importantly, they provided a link between UNDP, each host organisation, and other youth volunteers.

The **first** workshop brought together the four-activity station host organisations. After a brief introduction to the 'Activated2030' project, the MEA, and the four key concepts being used, the host organisations selected the 'General Enterprising Tendency' they wanted to focus on. All but one host was able to work with their first choice of tendency, this being the one that resonated with them the most or was most closely aligned with their organisation's goals. The next step was to develop a **'Target Statement'** for each station. These are designed to articulate the exact purpose of each activity station clearly. This proved a difficult task for all groups. Once rough 'Target Statements' had been created, the groups moved on to generating ideas for possible MEA activities. This session used the **'How Might We…'** method to encourage host organisations to think beyond current approaches and imagine how they might go about achieving the target statement without constraints. For example, 'How might we encourage calculated risk-taking' or 'How might we develop a 'need for autonomy'. At the end of the first workshop, the four station themes (tendencies) had been selected and matched to a host, 'target statements' had been drafted, and a number of ideas of possible activities had been generated.

The **second** workshop engaged both hosts, youth involved in 'Activated2030' Phase 1 focus groups and a number of youth organisations. This enabled young Mongolians to be at the center of generating ideas for possible activities and the first drafting of prototypes. During this workshop, several tools such as the **'Problem Tree Analysis'** were used to stimulate creative thinking, open communication and extensive ideation. Station groups then decided which activity idea would be selected for prototyping. The first round of **activity prototyping** was undertaken using a series of prompting questions. After the workshops, the station hosts and youth facilitators each completed a **'Station Activity Plan'** to further develop the ideas.

The **third** workshops were **tailored to each activity station and host organisation**. Hence a specific workshop was run with each host organisation — a review and analysis of the draft activity plans identified areas needing further clarification and development for each station. Using specific tools such as **'deconstruct and construct'** and '**definition mapping'**, the *UNDP* team guided the station hosts, one to two youth from the second workshop, and the youth facilitator, to gain a deeper understanding of their chosen tendency and how to apply an EEP, Enterprising Lens and BI to station activities. For example, a common element across the four stations was the plan to include motivational speeches in the MEA activities. This provided a good example of didactic learning (passive learning), which is the most common method in Mongolia, and the opportunity for the teams to learn about experiential learning by **designing more interactive, hands-on, and learning through doing activities**. At the end of workshop three, the design of activities had been significantly refined. Teams worked for the next three weeks on further refining these through continual updating of the activity plans, consultations and guidance from the UNDP team, and discussions and planning with the youth volunteers working with each host.

With the activity plans being finalised, the **fourth** workshop focused on **monitoring** of the MEA and station activities. All host organisations and youth facilitators came together for this workshop.

The intention was to provide a brief introduction to the monitoring needs of the MEA and then work through a series of activities to enable the co-creation of the monitoring mechanisms. However, the explanation of the monitoring needs, expectations and plan, and subsequent questions from hosts consumed the entire duration of the workshop. It was therefore decided that the planning and development of monitoring mechanisms would be done by the *UNDP* team to enable the hosts to focus on actual activity design and delivery. This proved the right decision as prior to and during the MEA; hosts were fully occupied with delivering their activities and did not have further capacity to be actively involved in the monitoring.

Based on the delivery of this workshop series both successes and challenges of applying the 'Design Thinking' process in this context were identified. The most poignant of these include:

## SUCCESSES

1. The role of identified individuals to facilitate conversations across different stations ('youth facilitators') was crucial to the process, not just due to required facilitation and language support function, but because the individuals involved were highly engaged in the MEA itself and helped guide station hosts and youth participants through the workshops, without overly influencing their decision-making.
2. The icebreaker activities used at each workshop were key to engaging participants. These physical activities worked well due to their energising and sociable nature. This included passing a ball from person to person and exploring more about each person's motivation for being engaged in the MEA.
3. The 'Problem Tree' exercise facilitated the generation of a large number of diverse ideas. In future, more time should be allocated to this activity to enable the generation of more 'effects' and 'causes'.

## CHALLENGES

1. The workshops were not fully youth-led. However, they did engage with youth and facilitated significant youth involvement in the design process.
2. A broader range of tools and resources could have been utilised to better engage participants with the process of 'funneling' their ideas down to a draft activity outline. These could have been pulled from outside of the purely 'Design Thinking' genre.
3. There was insufficient time to generate a good sense of resources required to deliver the activities as well as to fully understand the ultimate success factors for each station and how these would link into the monitoring process.

# 7 MEA COMMUNICATIONS

A detailed communications plan was designed to gradually build awareness amongst the key stakeholder, Mongolian youth, and more generally the Mongolian public. The primary communication channels were:

- UNDP in Mongolia website,
- UNDP in Mongolia Facebook page and Twitter account,
- 'Activated2030' Facebook page, and
- UNYAP Mongolia Facebook page.

**Figure 9: 'If I had unlimited resources' Facebook Post**



The UNDP in Mongolia Facebook page was selected to be the primary channel as it receives more engagement than the 'Activated2030' Facebook page. Between the 9 October and 5 November **35 unique content posts** were made through the primary channels, with most being shared on secondary channels. Several posts received considerable engagement. Figure 9 provides a summary of the MEA post that received the greatest engagement. For example, a post on the *UNDP* in Mongolia Facebook account asked people to share ideas based on the statement, 'if I had unlimited resources, I would…' This post received over 43 comments most of which were people sharing their ideas for education, air pollution, rural development and support for people with disabilities. The MEA announcement and call for registration posts received more than 100 reactions and 60 comments tagging friends (as had been instructed). The average reaction per post relating to the MEA was 38, nearly double the average number of reactions (20) received on other posts on the *UNDP* in Mongolia Facebook page. As of 18 December, the post adventure **highlights video,** posted on UNDP in Mongolia Facebook page on 29 October, had over **4900 views**.

Facebook is widely used in Mongolia. Hence, the primary channel used by MEA host organisations was their Facebook page. *IDIA* and *Save the Children* were particularly active, with each making several posts about their activity station, participant feedback and a summary of the MEA. The posts shared by most partner organisations were the MEA announcement, the participant application opening and posts acknowledging partner organisations on the *UNDP* in Mongolia Facebook page.

In addition to digital posts, printed posters were distributed announcing the MEA and calling for applications to participate. These were posted on noticeboards at six universities, the four station host organisations and *Mercy Corps*, six district Youth Development Centres, The Authority for Family, Children and Youth Development of Ulaanbaatar City, the Mongolian Youth Federation, UN House and the Mongol-Japan Centre. Printed posters and paper participant application forms were provided to enable youth not connected to participating social media platforms to be informed of the event. However, no paper applications were received. Whilst this might suggest the posters had no impact, people seeing the posters may have gone to the digital links to complete their application. Therefore, it is unclear as to the effect of using printed posters to promote the MEA.

**Figure 10: Most Engaging Social Media Posts**



MEA Announcement
146 reactions, 60 comments and 99 shares



Participants Recruitment
55 reactions, 15 comments and 66 shares



Unemployment Statistics
43 Reactions, 13 Comments and 34 Shares



"If I had unlimited resources"
55 reactions, 42 comments and 39 shares

**MEA Day 1**
83 reactions and 17 shares

**Participant Interview**
83 reactions, 5 comments and 6 shares

**MEA Closing**
47 reactions and 12 shares

**MEA Highlight video**
82 reactions, 62 shares and over 4900 views

# 8   THE ADVENTURE DAYS

The MEA, the first major activity in Phase 2 of the 'Activated2030' project was a **two-day event** held on 27 and 28 October 2018. The MEA started on Saturday morning with a launch event and ended with a closing event on Sunday, both of which were held at IDIA's #Hub in Ulaanbaatar (UB).

**Picture 2: MEA Opening**



The Adventure's opening day, Saturday, started at 9 am with registration, local official presentations, team formation and team building activities. Opening remarks made by the Deputy Governor of the Capital City, Mr Batbayasgalan Jantsan, and *UNDP* Resident Representative Ms Beate Trankmann emphasised the City and *UNDP's* **commitment to the development of youth in Mongolia**. The 42 participants then gathered into 12 pre-allocated teams of three to four members. These newly formed teams completed a fun and interactive 30-minute team building exercise facilitated by members of UB Rotaract clubs before officially starting the Adventure.

Each of the 12 teams departed for one of the four activity stations, being guided by volunteers they completed fun challenges along the way to discover the location of each activity station. Over the two-days, each group spent **two-hours at each station** working through action-oriented and experiential activities based around four of the five 'General Enterprising Tendencies'. The first day concluded at the #Hub with a brief information session, and a '**Make Your Rural Impact' session** sponsored by *Mercy Corps* and facilitated by *Development Solutions NGO*. This activity was designed to help urban participants understand the situation facing rural participants and generate potential opportunities for rural participants to explore on their return home. It provided **a unique peer to peer shared learning and exchange of ideas** between rural and urban youth.

During day two, teams participated in the final two activity stations, thus completing all activities designed to highlight and develop the four 'General Enterprising Tendencies' selected by the Host organisations in the first design workshop. As the MEA came to an end on the final day, participants returned to #Hub to complete the adventure. Participants were initially asked to reflect on their participation and learnings over the two-day adventure through a **'Rich Pictures'** activity. This visual activity had participants draw how they perceived their life before the MEA and how they expect their life will be different after the MEA. Seven participants shared their drawings and reflections. After this activity and a short closing speech from UNDP Youth, Entrepreneurship and Private Sector Officer, participants received participation and additional support program certificates (Section 3). To celebrate the conclusion of the MEA, live music was played by a local youth band, *Perfect Generation*.

The following sections provide an overview of each activity station, its host organisation, the activities used to engage participants with the enterprising tendency being focused on, and a quote summarising the impact or focus of the station.

## 8.1 'Drive and Determination' Activity Station

**HOST OVERVIEW**

*Educated Space LLC* is a Mongolian private organisation offering a holistic approach to personal and professional development. They have been offering a range of education, consulting, and coaching programs in Mongolia since 2016. Educated Space LLC combine recognised international programs delivered in partnership with highly regarded international institutions with context-specific custom developed programs and activities. Their key focus areas are: 'Doing Business in Asia' and 'Social Entrepreneurship'.

### Activity Overview:

*Educated Space LLC* chose to work with the 'Drive and Determination' enterprising tendency. During the MEA, this tendency was explored and developed through a series of activities leading to a **'Social Marketplace'**. The idea of the 'Social Marketplace' came from one of the youth volunteers who participated in the design workshops and supported *Educated Space LLC* in the design and delivery of this station. Frustrated with 'traditional' pitch events that select winners and are prominent at most entrepreneurial or innovation events, this volunteer embraced the concept of providing a space for all ideas, whether for profit or not, to be shared with others in a supportive environment that would enable constructive feedback. **This illustrates the value in activities being design by youth for youth**, together with the need to facilitate this process.

*Educated Space LLC* used a series of activities (Figure 11 - 12) to help participants prepare for, participate in, and reflect on the 'Social Marketplace.' Participants developed a greater understanding of their project idea by working through a **worksheet** focusing on passion, knowledge, and life goals. Participants then used the **'Pair and Share'** method to prepare them to talk about their project idea during the 'Social Marketplace.'

The 'Social Marketplace' was delivered using a **networking event format**. Local private industry and government leaders volunteered their time to be guest mentors during the event. These guests were briefed on the objectives of this aspect of the activity station in order to ensure participants were able to demonstrate 'Drive and Determination' in this situation. The 45-minute 'Social Marketplace' activity enabled participants to develop both their idea and presentation style throughout the activity. 'Drive and Determination' were demonstrated by the participants in first needing to approach industry leaders and managers. While this was a safe environment for participants, **cultural norms** of a strong hierarchy **were being challenged**. On a micro-level, participants approaching and sharing their ideas with distinguished elders including a former Prime Minister allowed for the enterprising tendency of 'Drive and Demonstration' to be demonstrated through action. In addition to approaching these professionals, participants were given the opportunity to demonstrate this tendency through receiving feedback in the form of questions about their project. These questions challenged their understanding of the project itself and the potential issues they may face.

After the 'Social Marketplace' activity, a peer-to-peer **small group reflection activity** enabled participants to share their experience and learning's. This reflection activity was an important part

of the overall activity to help participants go through the **sense making** process to help recognise and reaffirm learnings obtained.

**Figure 11: 'Drive and Determination' Activities**



**Quote:**

'For me, the most important factor in valuing someone else is ATTITUDE. Especially, the attitude for problem solving. The determination to solve the problem, and the base drive to get through the problem and solve it is the most important.' ~ Professional Volunteer

**Figure 12: 'Drive and Determination' Station**

## 8.2 'Creative Tendency' Activity Station

**HOST OVERVIEW**

*The **Industrial Development and Innovation Agency of the Capital City** (IDIA)* was established in 2016 to implement progressive policies of the Government of Mongolia and Ulaanbaatar on the development of a knowledge-based economy through innovation and technology. One of IDIA objective is to be a launching pad for aspiring entrepreneurs to foster and develop their start-up activities to help transform Ulaanbaatar and Mongolia's economy both locally and internationally.

**Activity Overview:**

*IDIA* chose to work with 'Creative Tendency' as it aligns closely with the innovative focus of the organisation. This tendency was explored and developed through four **activities requiring different levels and uses of creativity** within a team environment. These four activities included designing and building a tower, creating something useful out of a wire coat hanger, creating a message about recycling with only paper, paint and your hands, and building a bridge (Figure 13 - 14).

**Figure 13: 'Creative Tendency' Activities**
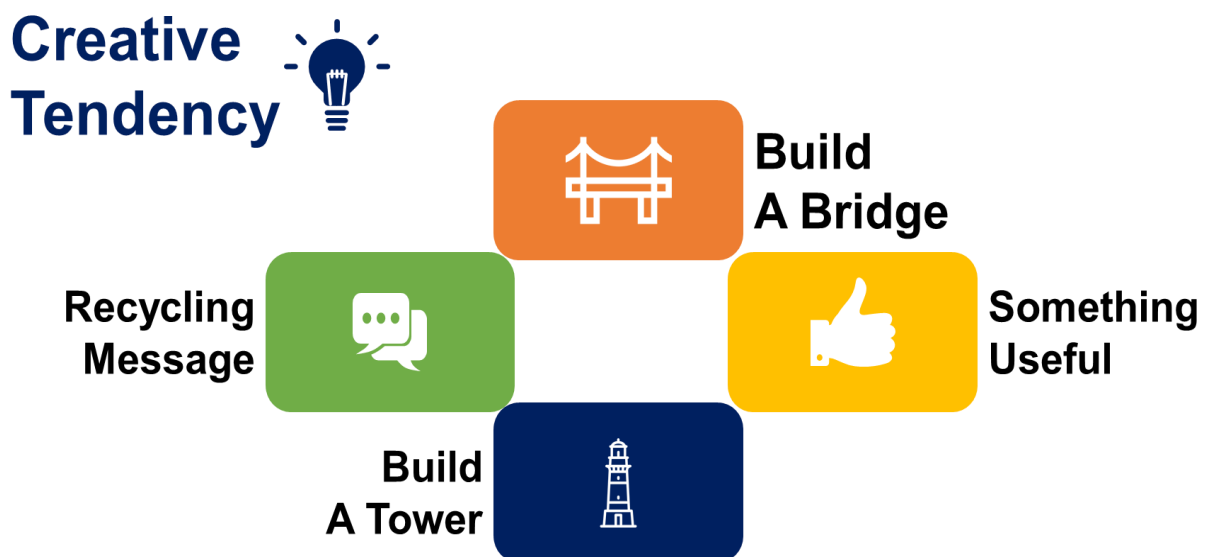


Each activity was completed **within a team**, with participants needing to use their individual and collective 'Creativity' in undertaking the related task. An important aspect of each of these tasks was the level of detail and delivery method of the **tasks' instructions**, which included written,

audio and visual instructions. With different levels of detail given in instructions, teams were able to use their imagination and 'Creativity' to complete each task within a 30-minute time frame.

The tasks were designed to use different related skills and abilities. The **tower building** activity required teams to create a structure that would be structurally sound as well as being as tall as possible using only spaghetti and marshmallows. These engineering skills were in contrast with the artistic skills of the **recycling task**. In this task, teams were asked to develop a recycling message for Ulaanbaatar using only finger paints. Again, this was a different set of skills than those needed to **build a bridge** out of limited resources that would allow a ball to travel safety. Limited resources were once again part of the activity that asked the teams to **create something useful from a wire coat hanger**. As previously noted, the limited instructions with this activity was another obstacle to completing this task. The deliberate ambiguity of instruction for the coat hanger activity allowed for the opportunity to go about accomplishing this task individually, creating practical tools, or using the hanger as a tool to create a prop to tell a story about social justice for example.

### Quote:

'In such a short period of time we did and learnt so much.' ~ Youth Participant

**Figure 14: 'Creative Tendency' Station**

## 8.3 Calculated Risk-taking' Activity Station

**HOST OVERVIEW**

*Development Solutions NGO,* established in 2008, is a Mongolian NGO with a mission to improve the quality of community life, develop Mongolian business capacity and support environmentally responsible, social and economic growth through innovation. *Development Solutions NGO* does this through a number of programs including, *Youth Business Mongolia*, personal and business mentoring, and their membership with *Youth Business International* and the *Global Social Entrepreneurship Network*.

**Activity Overview:**

*Development Solutions NGO* chose to work with the 'Calculated Risk-taking' enterprising tendency. This tendency was explored and developed through a series of four **activities** each **requiring different levels of risk calculation**. These five tasks included a warm-up activity using stickers to assess risk perception, a game where balls were thrown into a basket from different distances, a decision tree activity dealing with investing in a coffee shop business with friends or continuing to obtain an education, a 'Monopoly' style board game named 'Riskopoly', and finally an artistic reflection activity (Figure 15 - 17).

In commencing these activities, teams were asked to assess their **perspectives on risk-taking** by placing a sticker on a poster board with one side positive and one negative. The next activity had teams play a game where they had to throw a **ball into a bucket**. Teams could choose from three different distances from which to throw the ball. Points were earned based on the number of balls landing in the bucket and the distance from which they were thrown. These points were important for a later activity.
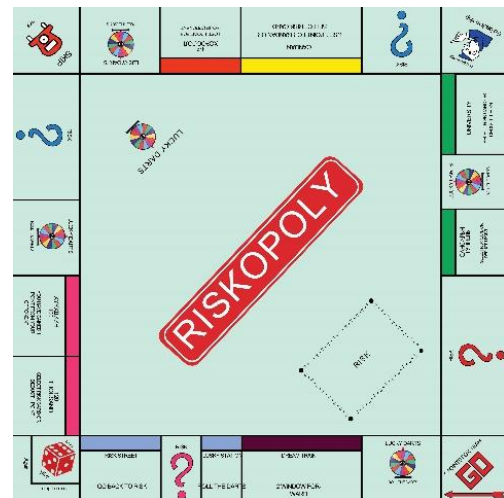
**Figure 15: 'Calculated Risk-taking' Activities**
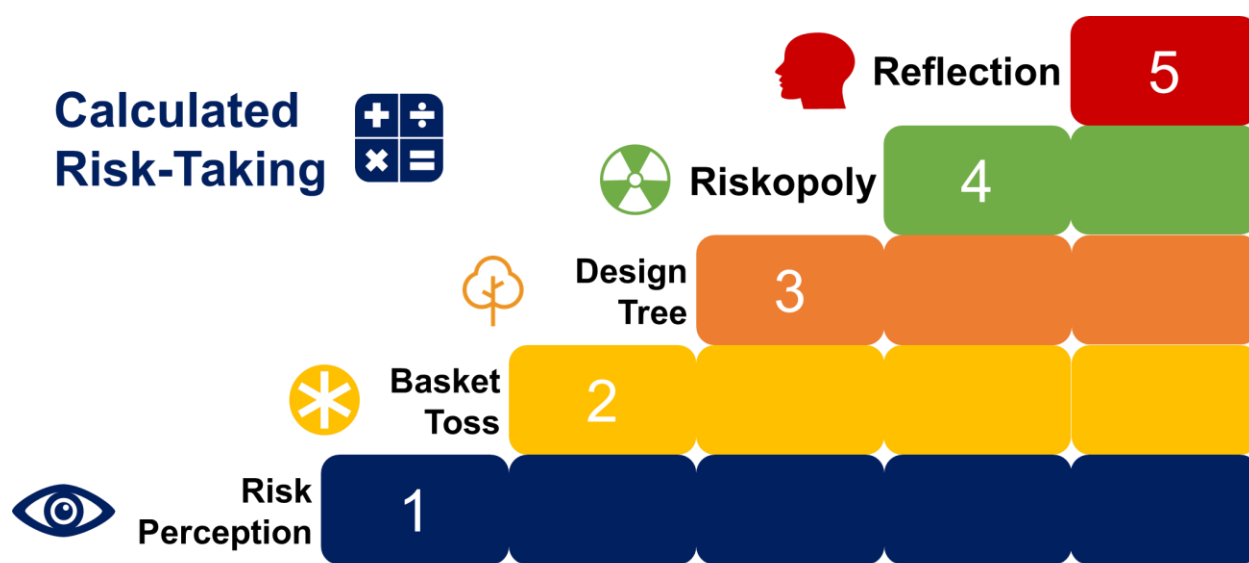
The third activity, the **'Decision Tree'**, allowed teams to evaluate the risk of their decisions in a less subtle way. The team needed to decide if they would have their family sell half of their livestock in order to invest in a coffee shop being opened by their university friends or continue for one year to finish their university degree. Reaching a group decision with a justification for their choice was the outcome of this activity. Both possible outcomes, becoming successful business investors or employed youths, earned the teams the same number of points. This was an important aspect of the MEA as being more employable through education is a valuable outcome for many enterprising people.

The third activity dealing with 'Calculated risk-taking' was **'Riskopoly'** (Figure 16), a 'Monopoly' inspired board game developed for the MEA by *Development Solutions NGO* and the youth supporting the design and delivery of this station. 'Riskopoly' was a fun and creative way to have teams make decisions by working through challenging situations resulting in points earned based on those decisions.

The final **reflection activity** was a subtle activity related to risk. Teams had acquired points throughout the other activities. These points were used to 'purchase' resources to create a message the team wanted to express. Adding to the need for points was the deliberately limited supply of resources.

**Figure 16: 'Riskopoly' Game Board**



## Quote:

'Life is full of risky moments and decisions. Today I have learnt that during all those moment[s], how to calculate and view risk from many angles, how to make the best decision and to get the opportunity that lays beyond the risks.' ~ Youth Participant

**Figure 17: 'Calculated Risk-taking' Station**



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## 8.4 'Need for Autonomy' Activity Station

**HOST OVERVIEW**

*Save the Children* is an independent, global, non-profit organisation focusing on child rights. *Save the Children* has worked in Mongolia since 1994 and has a track record of results and expertise in the fields of education and skills development, child protection, and child rights.

**Activity Overview:**

*Save the Children* chose to work with the 'Need for Autonomy' enterprising tendency, because of their work with behavioural change. This tendency was explored and developed through a series of activities related to the individual. The activities included a discussion of Maslow's 'Hierarchy of Needs', a role-play, and a scavenger hunt (Figure 18 and 19). Each activity dealt with how the individual responds to situations and challenges.

**Figure 18: 'Need for Autonomy' Activities**



*Save the Children* started their station with two **warm-up activities** to get the participants interacting and moving. After this, a *Save the Children* staff member gave a brief presentation on what the 'Need for Autonomy' is. Participants then formed two groups and were asked to put together a **puzzle of the Maslow's 'Hierarchy of Needs' triangle**. This concept is not typically encountered by young people in Mongolia. The purpose of this activity was to demonstrate through a brief activity what can drive individuals forward. A brief discussion about Maslow's 'Hierarchy of Needs', concluded this activity.

Participants next participated in a **roleplaying** activity. The role-play scenario consisted of three young women wanting to start their own business while needing to deal with several real-life situations such as looking after children and having a full-time job. These scenarios were based on information about challenges to pursuing entrepreneurship obtained from young Mongolians during Phase 1 of the 'Activated2030' project. Within this role-play, the young women needed to

discuss between themselves if this was the right decision for them or not. They then spoke with peers, family, and professionals about the opportunity. Participants worked through the situation from both perspectives, having the opportunity to consider the situation from someone else's perspective.

The next activity, the **'Scavenger Hunt'**, was again aimed at getting the participants up and moving. The 'Scavenger Hunt' activity integrated a different component of the 'Need for Autonomy', in relation to self-directed ambition. While some participants did this activity in small groups, it was designed as an individual race to find a prize (a copy of 'The Coaching Habit: Say Less, Ask More and Change the Way You Lead Forever'). As with the other activity stations, on completion of the 'Scavenger Hunt', a **reflection activity** was used to reaffirm learnings from the activities.

**Quote:**

This role-play was my life. I am going through this right now as we speak. ~ Youth Participant

**Figure 19: 'Need for Autonomy' Station**



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# 9   KEY RESULTS

The monitoring process for the MEA focused on behavioural analysis: involving the collection of data using a variety of methods. In this form of monitoring, a mixture of both **qualitative and quantitative data** collection tools, including questionnaires, observations and surveys were used. As with most research techniques, each method has advantages and limitations. A comparison of the methods used: Questionnaires, 'GET2 test' (the GET2 test is a self-assessment tool designed to test for the 'General Enterprising Tendencies', which indicate the propensity to start a project) and Observations, is provided in the separate MEA Monitoring Report. The Monitoring Report also provides a presentation and analysis of the detailed results of the MEA; it can be downloaded at http://www.mn.undp.org/content/mongolia/en/home/youth-private-sector.html. In the following pages a summary of these results are presented.

## 9.1   Results from Participants

A series of questions were asked of participants across each of the four activity stations, both before and after their participation at each station. These were used to obtain a baseline from which to measure progression as a result of this intervention. The questions were tailored to the tendency being explored at each station. They sometimes included statements with which participants chose to agree or disagree.

**Picture 3: MEA Participants**



### Activity Ranking

At the end of the 2-day MEA, participants were asked to complete an activity satisfaction questionnaire. This questionnaire provided information on which activities participants enjoyed or did not enjoy. Figure 20 presents the results. Overall, the activities within the MEA were very well received. **Most participants enjoyed the majority of activities.** The 'Idea Market', the primary activity at the 'Drive and Determination' station, scored the highest, followed by the 'Scavenger Hunt' at the 'Need for Autonomy' station, and the 'Decision Tree' at the 'Calculated Risk-taking' station. The activities that were disliked by the largest number of participants were the 'Riskopoly'

board game at the 'Calculated Risk-taking' station and 'Scavenger Hunt' at the 'Need for Autonomy' station. However, each of these were only disliked by 2 of the 39 respondents.

**Figure 20: MEA Activity Ranking**



**Activity Ranking by 'Like', 'Dislike' : n=39**

| | Tower building | Hand Painting | Decon-struct and Recon-struct | Bridge Construction | Social Pitching | Hierar-chy of Needs | Role play | Scaven-ger Hunt | Ball into Basket | Decision Tree | Risk Taking Board Game | Creative Message |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Creative Tendency | | | | Drive and Deter-mination | Need for Autonomy | | | Calculated Risk Taking | | | |
| Like | 18 | 15 | 20 | 23 | 32 | 14 | 20 | 26 | 19 | 24 | 22 | 22 |
| Dislike | 1 | | | | 1 | | 1 | 2 | | 1 | 2 | |

## Enjoyment and Learning

At the conclusion of activities at each station, participants were asked if they had learned new things. Overall, **92% of participants** reported having **learned new things** by participating in the MEA (Figure 21). A summary of the detailed results from this question is provided below.

In the '**Drive and determination**' station, the majority of female participants between the ages of 18 and 22 reported they have improved their ability to look at things from different angles. Males in the same age group reported having improved their self-confidence and learned important factors in starting a business.

Participants between the ages of 23 and 26, regardless of gender, reported they learned new things in relation to how to pursue their dreams, the importance of sharing ideas, and to be prepared for anything. While participants aged between 27 and 30 expressed they learned about the importance of implementing their ideas. Participants aged between 18 and 22 and 31 and 34 stated this activity helped to strengthen their persistence.

In the '**Need for Autonomy**' station the majority of female participants between the ages of 18 to 22, reported having improved their autonomous decision-making and felt they would be able to express their opinions with more self-confidence. Males in the same age group also reported an increased understanding of the importance of making autonomous decisions.

Participants between the ages of 23 and 26, regardless of gender, expressed they have learned how to be honest, independent and responsible. Respondent's aged between 27 and 30 reported an increased understanding of the importance of being open. Respondents aged between 31 and 34, noted they have learned how to look at things from many different perspectives.

In the '**Calculated Risk-taking**' station the majority of participants reported they have improved their decision-making ability in challenging situations.

In the **'Creative Tendency'** station the majority of participants noted they have improved their skills in working as a team to find creative, team-based solutions.

**Figure 21: Learned New Things**



Learned New Things- Yes;No
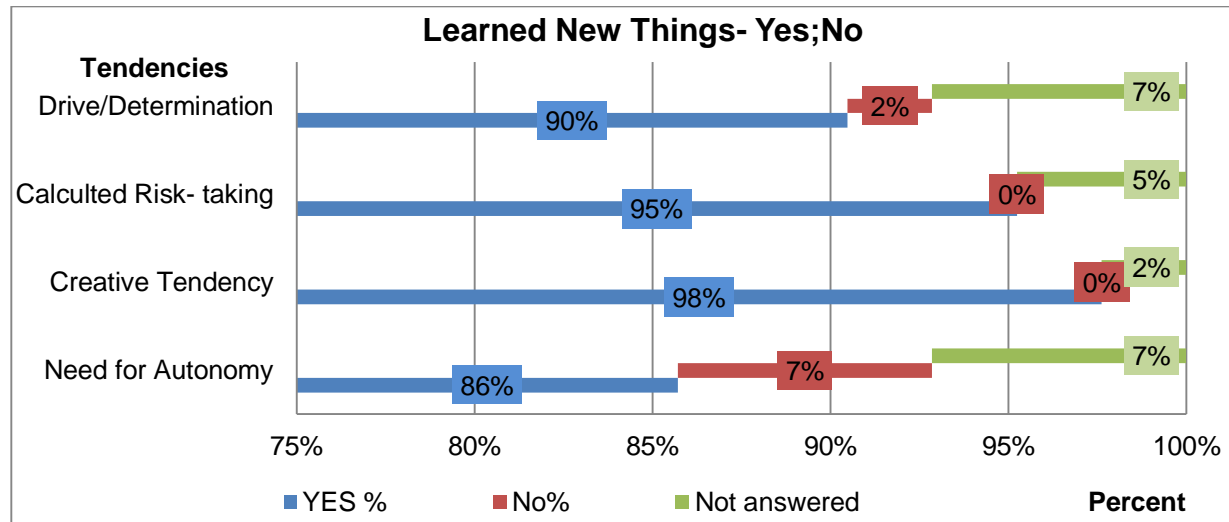
Participants were asked to rate from 1 (being the lowest) to 10 (the highest) their **level of enjoyment** at the end of each activity (Figure 22). On average **78.2% of participants enjoyed the activities**. The majority of participants reported a very high level of enjoyment across all stations. 86% of respondents reported a very high level of enjoyment (9-10) at the 'Calculated Risk-taking' station, 79% at 'Drive and Determination' and the 'Need for Autonomy', and 69% at 'Creative Tendency'.

**Figure 22: Level of Enjoyment**



Level of Enjoyment (n=42)
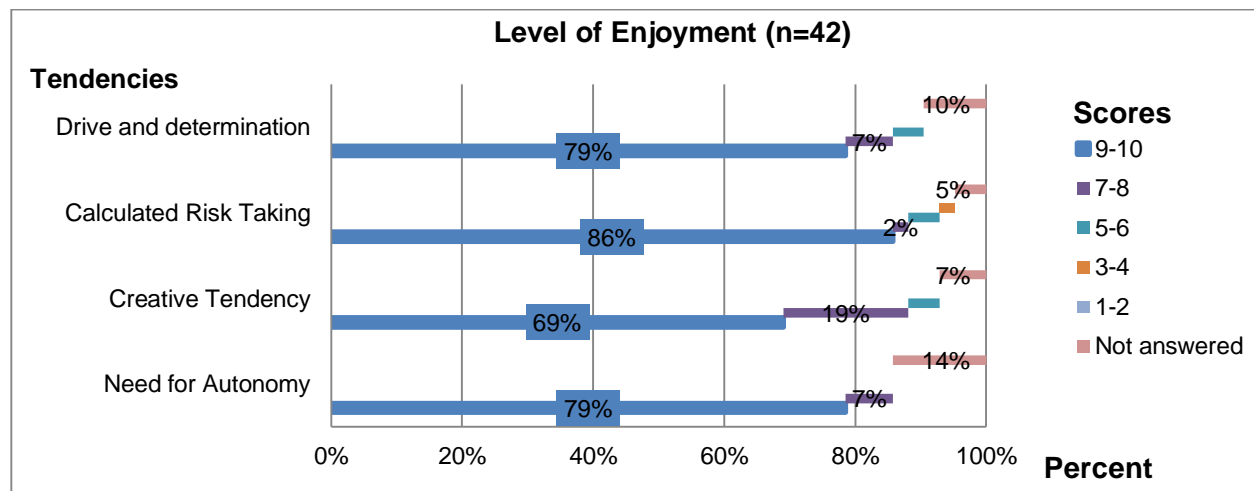
## 'General Enterprising Tendencies'

The results shown in Figure 23 suggest the MEA had a positive impact on almost all of the 'General Enterprising Tendencies', with a **22% overall improvement.** However, it also shows a slight negative effect on the scores for the '*Need for Autonomy*'. It should be noted that the sample of participants who completed the full GET2 test both prior to and immediately after the MEA was

only 17, hence, these results are from a small sample. Similarly, whilst these results provide interesting insights, as enterprising tendencies are deeply embedded characteristics, it is unlikely they would change considerably with a short intervention such as the MEA. Therefore, it is recommended that results from the GET2 test be used as a guide only and triangulated against additional measurement tools to better understand the impact of the MEA.

**Figure 23: Change in GET2 Average Scores Before and After the MEA**
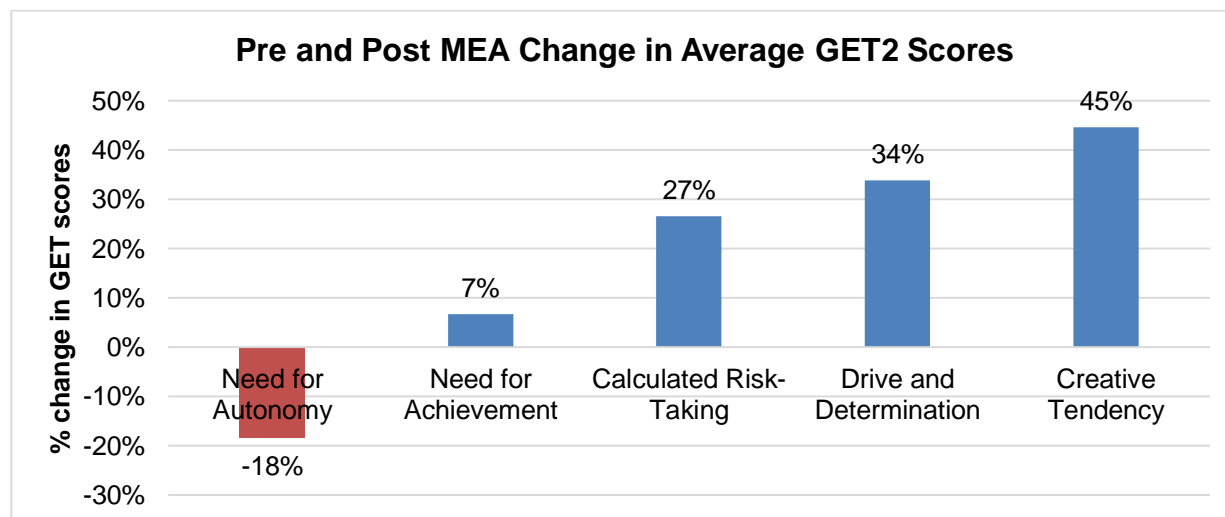


## 9.2  Volunteer Observations

The engagement of participants was observed, measured and recorded on an observation sheet by nine monitoring volunteers (2 at each station). The observation sheet also provided insights into whether participants liked some parts of the activity more than others as observers made written comments about what was effective or hindered the activity, as perceived by them. This data is presented in Figure 24 below. It provides valuable additional information for use in the designing of future activities.

**Figure 24: Participant Engagement**
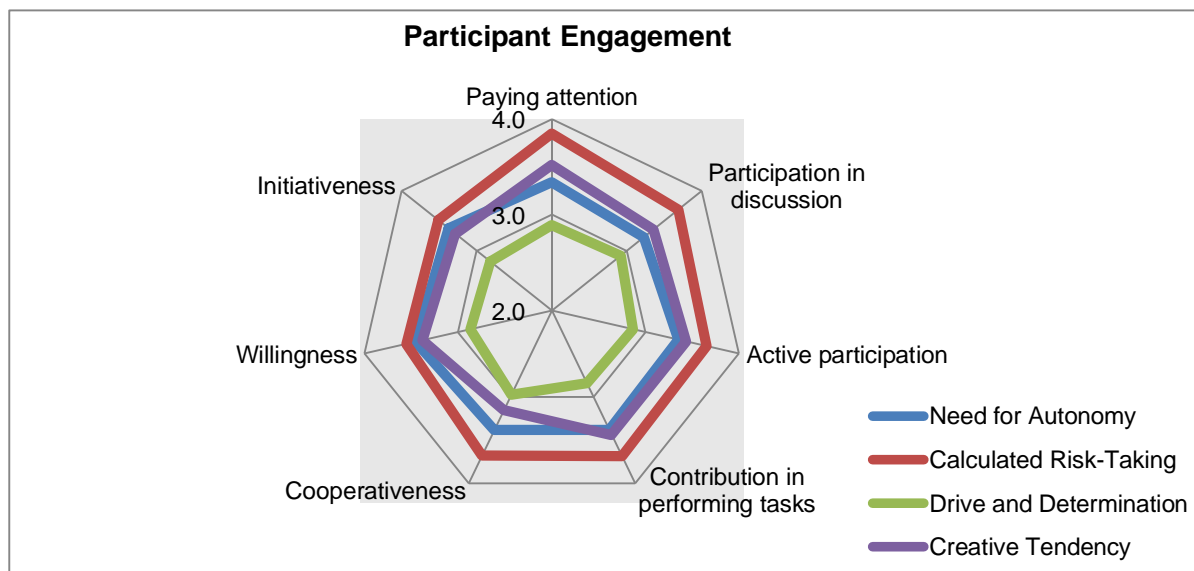
## 9.3 Host Feedback

After the MEA, the key staff from the four host organisations and *Mercy Corps* attended a debriefing and reflection session facilitated by UNDP. This session was designed to encourage open and honest reflection on what worked well and what should be improved with the design and delivery of the MEA. **All host organisations** and *Mercy Corps* reported being **happy with their involvement** in the MEA. They noted the event was well organised and was at a scale and standard comparable to youth events they have experienced internationally. The hosts agreed the **event had achieved its goals**. They broadly agreed that engagement, new and innovative ideas, and collaborations all emerged from the process. They noted they learned new things, that the 'Design Thinking' process was useful and practical and that the workshops and meetings were mostly valuable. However, most hosts reported the time allocated for the design and preparation of the event was insufficient given the **complexity of the MEA**, as well as its scale. All hosts were disappointed with the lack of media coverage both traditional and Social Media and felt their organisation was not given adequate acknowledgement.

## 9.4 Monitoring Conclusions

### CONCLUSIONS

The following conclusions and recommendations were drawn from the monitoring process:

- Most young adventurers who participated in the MEA showed **high levels of satisfaction** and expressed that they **learned new things** and improved their 'General Enterprising Tendencies'.
- The engagement of participants in the MEA was measured through observation, and most participants were noted as having **high levels of engagement across all stations**.
- The most **positive factors** affecting good performance are related to teamwork, listening attentively to instructions, the influence of enthusiastic participants, and team discussions before commencing the activity.
- **Negative factors** impacting the execution of activities included: misunderstanding the task, disagreement among team members and poor time management when completing activities.
- **The Platform approach**, namely the collaboration of organisations already working on projects linked to youth development, was **highly effective** and was one of the fundamental factors contributing to the success of the MEA.
- The results show the **combination** of the three **monitoring methods** complement each other and triangulate reasonably well.

# 10 LESSONS LEARNED AND RECOMMENDATIONS

The MEA represented the trialling of a first round of prototyped activities designed to improve the enterprising tendencies of young Mongolians. The design, implementation and monitoring of the event used four innovative approaches. Hence, this event was an innovative experiment. Therefore, it has provided a large number of lessons learned and recommendations for the next phase of work within the 'Activated2030' project. A summary of these lessons and recommendations is provided below:

**Picture 4: MEA Stations**


Calculated Risk-Taking


Creative Tendency


Drive and Determination


Need for Autonomy

## Lessons

- Understanding the levels of 'General Enterprising Tendencies' as a baseline provides a strong base from which to measure results.
- The definition and difference between entrepreneurship and enterprising capabilities and activities needs to be more clearly articulated, particularly in the Mongolian language.
- The definition and nuances of each of the 'General Enterprising Tendencies' needs to be more clearly explained during the design stage.
- Youth Volunteers could be considered as a subgroup of the interventions and the effect of the intervention on this group measured and compared to that of participants.
  - Youth Volunteers could go through 'Education for enterprise' as part of their role in supporting the event. 'Education for Enterprise' focuses on developing the skills to start or run a project.
  - Measuring the effects of the intervention on Youth Volunteers increases the assessed impact of the overall event.
- The 'Platform Approach' is an effective way of gaining the engagement, participation, and capacity development of key stakeholders.
- Considerably more time is needed to ensure adequate time is available to work with participating stakeholders to help prepare them for the process, debrief, and application of lessons learned.
- Using 'Design Thinking' allows for innovative solutions informed and developed by the projects intended participant cohort - Youth-led innovative activity development is a critical part of this process.

- Whilst a 'Behavioural Insights' lens was applied to the design, delivery and communication of the MEA, it was in the form of being behaviourally informed rather than an actual behavioural insight trial. This was due to a number of factors, including but not limited to:
  - Due to the nature of the MEA, it was not feasible (nor planned) to have a treatment and control group.
  - The nature of 'General Enterprising Tendencies' mean they are unlikely to change significantly due to short interventions, whereas BI trials usually measure results on immediately observable changes.
  - Behaviour change as a result of the MEA is not likely to be observed immediately; it is more likely to be seen in the behaviours of participants over a period of time, whereas BI trials measure actual changed behaviours.
  - It became evident early in the engagement with the Behavioural Insights Team (Sydney) that the time and budget required to design and run a fully-fledged BI trial was well beyond this innovation project with a four-month timeline and experimentation budget.
  - Behavioural insight trials are usually based on literature and evidence of similar trials having been undertaken previously, as the MEA is exploring a field of work where BI has not been used before past trials could not be identified or referred to.
- Working with partners to provide on-going support to MEA participants may help reaffirm and implement the learning's from the MEA
  - Using short-term events as part of a larger strategy to build 'General Enterprising Tendencies' allows for quick interventions that potentially push participants outside of their normal learning mode and comfort zones.
- The MEA participants positively accepted the action-based and experimental nature of the 'Enterprise Education Pedagogy'.

## Recommendations

- Ensure future design-led workshops are youth-informed, led and thoroughly facilitated with continued language support (both in terms of technical terms and actual language barriers).
- Use energising activities and icebreakers to engage (particularly young) participants in creative design processes.
- Enable more 'cross-fertilisation' of ideas through engagement from young people across all areas of the MEA – moving towards a more youth-led approach rather than the co-creation approach.
- Importance of engaging future hosts in the process at the earliest stage possible, with thorough briefing ahead of the design-led process, ensuring that they lead the process more as it develops.
- Engage a 'Behavioural Insights' approach more thoroughly into the design phase of any future edition of the MEA, to ensure that this aspect is thoroughly embedded across the entire MEA journey.
- The difference between participants in the MEA and non-participants (control and non-control groups) could be explored further through a comparative study.
- A larger number of participants (sample size) would provide a richer data set enabling stronger analysis of results based on gender, age groups, level of education and occupation.
- Measurements of how likely participants are to use learning's from the MEA after the event may provide valuable insights that could be shared with other young people.

# 11 CONCLUSION

The **'Mongol Enterprising Adventure'** (MEA) was a two-day event held in four locations across the City of Ulaanbaatar, Mongolia on 27 and 28 October 2018. The event was the first major activity within Phase two of the UNDP in Mongolia, **'Activated2030: A Youth Enterprising Project'**. This project and the MEA aims to **improve the 'Enterprising Tendencies' of Mongolian youth** (15-34 years old) and in doing so increase the number and success of enterprising activities (for profit and not for profit) undertaken by young Mongolians. The project is applying four innovative approaches: 'Design Thinking', 'Behavioural Insight Methodologies', 'Platform Approach' and an 'Enterprise Education Pedagogy' as it strives to transform the way entrepreneurship is used in addressing development challenges.

The results of the MEA demonstrate it was an overwhelming success. The vast majority of the young Mongolians who participated in the event very much **enjoyed** it, are highly **satisfied**, and **learned new things**. This included improving their persistence, understanding the importance of standing firm in pursuing goals, the value of autonomous decision making, self-confidence, decision making ability in risky situations, and generating creative solutions. Whilst it is difficult to measure definitively, the results suggest the 'General Enterprising Tendencies' in three of the four factors focused on, that being: 'Calculated risk-taking', 'Drive and Determination' and 'Creative Tendency' have increased in MEA participants.

The success of the activities demonstrates the value in applying a **'Design Thinking'** approach enabling intervention activities to be designed by the clients, in this case young Mongolians. It also demonstrates the effectiveness of the **'Enterprise Education Pedagogy'**, that is ensuring all activities facilitate effective learning or 'learning by doing'. It is reasonable to conclude that the application of these concepts made a significant contribution to the high levels of engagement observed of participants in nearly all activities.

Similarly, the four host organisations; *Development Solutions NGO, Save the Children*, the *Industrial Development and Innovation Agency of the Capital City*, and *Educated Space LLC*, together with *Mercy Corps* who enabled the participation of rural youth, all reported high levels of satisfaction in being involved in the design and delivery of the event. The collaboration, commitment to the common goal of youth empowerment, and a desire to experiment with new ways of supporting youth in Mongolia demonstrated through this work is evidence of the success of the **'Platform Approach'** in this situation.

Being an experimental activity it has provided many valuable lessons. These include: the need for a longer timeline and greater resources when using the 'Design Thinking Approach', clearer instructions to participants to enable greater engagement with and success of activities, a larger and more diverse participant sample as the results suggest the current MEA participants were mostly highly motivated youth who are engaged with enterprising activities and are willing to take risks. The trial of the MEA has also demonstrated challenges in applying **'Behavioural Insights'** in a new geographic and cultural context, to a new target demographic and a new thematic area. The monitoring of a complex event such as the MEA, being across **two days, four locations, six organisations, 42 participants, 46 youth volunteers, 30 professional volunteers, four enterprising tendencies and 16 sub activities** presented many challenges. It is clear improvements could be made. However, the rich data and valuable lessons learned from this experience will be used to design the next iteration of activities aiming to improve the enterprising capabilities of young people in Mongolia and in turn increase the number and success of enterprising activities undertaken.

## 12 NOTES

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