Activated2030 Mongolia

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MONITORING REPORT

Activated2030: A YOUTH ENTERPRISING PROJECT

THE MONGOL ENTERPRISING ADVENTURE

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Acronyms

#Hub	Hub Innovation Center
Activated2030	Activated2030: A Youth Enterprising Project
BIT	Behavioral Insight Team
DS	Development Solutions NGO
ES	Educated Space LLC
GET2 Test	'General Measure of Enterprising Tendencies Test' Version 2
IDIA	Industrial Development and Innovation Agency of The Capital City
LLC	Limited Liability Company
MEA	Mongol Enterprising Adventure
NGO	Non-Governmental Organization
StC	Save The Children
UNDP	United Nations Development Programme
YM	Young Mongolians

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EXECUTIVE SUMMARY

Since mid 2017, the *United Nations Development Programme (UNDP)* in Mongolia has been undertaking activities to understand the entrepreneurial mindset of young Mongolians, and the entrepreneurship ecosystem in Mongolia. This has resulted in the initiation of 'Activated2030: A Youth Enterprising Project' which is working to support the development of enterprising capabilities in young Mongolians.

The first activity undertaken within phase two of the initiative, was the '**Mongol Enterprising Adventure'** (MEA). With a **platform** of diverse stakeholders working together, a series of activities aiming to increase the enterprising tendencies of young Mongolians were designed, developed and tested. The design of the activities and the MEA itself was undertaken by five organisations and a large number of Mongolian youth working through the **'Design Thinking'** approach. Activities applied an **'Enterprise Education Pedagogy'**, meaning they facilitated reflective exponential learning (learning by doing). The activities were behaviourally informed using **Behavioural Insights** to maximise the engagement of and desired behaviours of the MEA participants. The aims of the MEA were to:

(i) Design and test a series of activities 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
(iv) Experiment with the application of **Behavioural Insights** to youth enterprising activities.

The two-day event took place at **four activity stations** (locations) in Ulaanbaatar at the end of October 2018. Each station was hosted by an organisation with a background in youth economic empowerment, such as: *Development Solutions NGO, Educated Space LLC, Save the Children, and The Industrial Development and Innovation Agency of the Capital City*. **Host organisations** provided staff on an in-kind basis to work on the design, development and delivery of the MEA. Four of the five **'General Enterprising Tendencies'**: 'Creative Tendency', 'Calculated Risk-taking', 'Drive and Determination' and 'Need for Autonomy', provided the theme for the activity stations. Each host organisation selected a tendency that aligns with their broad focus and objectives and hosted the station with that theme.

The 49 youth **participants** were selected from 350 applicants based on diversity of age, gender, education attainment, employment status and geographic location. Due to funding and logistics provided by *Mercy Corps*, 25% of participants were from rural Mongolia (Khentii, Khuvsgul, Bulgan, Uvurkhangai and Selenge) and 75% from urban Ulaanbaatar. Participants were strategically divided into 12 teams of three to four, again based on diversity of team members.

Teams spent approximately two hours at each **activity station,** completing a total of 16 sub-activities across the four stations and two days. Activities included: 'Social Pitching', deconstructing and reconstructing a wire coat hanger, learning how to calculate risks through playing a 'Riskopoly' board game, and a role play to experience the value of autonomy.

Supporting young Mongolians to improve their enterprising capabilities requires the study of behaviours and the gathering of insights into the perceptions and attitudes that motivate young

Mongolians to behave the way they do. Behavioural analysis requires the collection of both qualitative and quantitative data, which in turn requires the use of multiple tools and techniques.

In **monitoring** the Mongol Enterprising Adventure, a combination of questionnaires, observation, 'the General Measure of Enterprising Tendencies Test' Version 2 (GET2) and rich pictures were used, and a comparative study was undertaken in the analysis. 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.

In the **pre-activity questionnaires**, administered before the commencement of activities at each station, 90% of respondents answered that if they had a problem, they would solve it themselves. Only 15% of participants answered 'not likely' when asked, 'I feel like I can decide for myself how to live my life'. Similarly, 98% reported they would keep going until they reach a goal, however, 50% said they are likely or very likely to set goals low to avoid disappointment. In relation to 'calculated risk-taking', 95% of respondents reported gaining courage from trying new things. The pre-activity questionnaire at the 'creative tendency' station asked participants to list different uses for a paper clip. Unique responses included: zip button handle, ruler, phone stand and a tool for catching fish. These responses suggest the **MEA participants**, despite being selected to maximise diversity**, had high levels of autonomy, creativity, drive and determination and are willing to take risks.**

On the conclusion of activities at each station, a **post-activity questionnaire** was distributed to gauge the level of enjoyment and learnings of each activity. Participants were asked to rate from one to ten their level of enjoyment (1 being the lowest level of enjoyment and 10 being the highest). The vast majority of participants, 86% for 'Calculated Risk-taking', 79% for 'Need for Autonomy' and 'Drive and Determination', and 69% for 'Creative Tendency', rated their level of enjoyment at each station as 9 to 10. This illustrates that **the majority of activities were enjoyed by most participants**. Overall, **92% of participants** reported having **learned new things** by participating in the MEA. This included: improved self-confidence, the importance of sharing ideas, and ability to express their opinions. The most commonly reported learning was the value of **moving from an 'I' to a 'we' approach**.

Of the 42 MEA participants, 32 completed the **GET2 test** immediately prior to participating in the MEA. Of these, 17 also completed the GET2 test immediately on completing the two-day event. Results show the average scores in **three of the four tendencies** focused on during the MEA **increased**, that being 'Creative Tendency', 'Drive and Determination', and 'Calculated Risk-taking'. The 'Need for Autonomy' tendency showed a slight decline in the pre and post scores of these 17 participants. However, one participants score may be the main reason for this.

When the average scores of the **pre-activity questionnaires and the GET2 test were compared**, significant differences were noted. The average scores of the GET2 test are lower across all tendencies than the average scores of the pre-activity questionnaires. For example, the average score on the pre-activity questionnaire for the 'Need for Autonomy' was 3.06 out of 4. However, the average score for 'Need for Autonomy' in the pre MEA GET2 test was 3.55 out of 6. The pre-activity questionnaire suggests a high level of 'Need for Autonomy', whilst the GET2 test scores suggest a medium level. Similarly, the average score on the pre-activity questionnaire for 'Drive and Determination' was 3.82 out of 4, compared to an average pre MEA GET2 test score of 6.75 out of 12. These differences highlight the value in using more than one measurement and monitoring method, and the need to undertake further trials to determine the best tool for use in this context.

The engagement of participants in the MEA was measured through **observations** undertaken by a team of volunteers. Most **participants received a high score for levels of engagement** across all stations. Observations also noted factors supporting or hindering the effective completion of activities. Positive factors related to teamwork, listening attentively to instructions, the influence of enthusiastic participants, and team discussion before commencing the activity. Factors observed to negatively impact the successful completion of tasks included: misunderstanding the task or activity, disagreement among team members and poor time management when completing activities.

A post MEA debriefing with participating organisations confirmed the **platform approach** which facilitated the collaboration of organisations from the public, private and third sector was highly effective. This is considered one of the key factors contributing to the success of the MEA. Whilst host organisations were unanimously very happy with their decision to participate in the MEA, they all agreed more time and resources were needed to maximise the application of the 'Design Thinking' approach and 'Behavioural Insight Methodologies'. They also expressed disappointment in the volume of media and communications activity generated by UNDP in the lead up to, and during the event. However, all supporting organisations agreed the MEA was a success.

As the MEA was an experimental activity facilitating the design and trialling of a number of activities, many **lessons** have been **learned**. These include:

- Further experimentation with the use of the GET2 and other questionnaires is required to determine the best measure of enterprising tendencies of youth in Mongolia. This includes the wording of questionnaires and scoring methods.
- An increased sample size would generate richer and more widely applicable results.
- Appling 'Behavoirual Insights' more rigidly during the design and implementation phases would be both costly and time consuming, but also likely to generate improved results.

The MEA was an **overwhelming success**. It was a complex, multi-faceted two-day event, held in four locations, involving six organisations, 42 youth participants and nearly 100 youth and professional volunteers. Four activity stations delivering 16 sub-activities were co-created by Mongolian youth and a platform of development stakeholders using the 'Design Thinking' approach. Activities facilitated reflective exponential learning through the application of the 'Enterprise Education Pedagogy', and 'Behavioural Insight' methodologies informed activity design and the monitoring process. The vast majority of participants enjoyed the event and learned new things, as did the host organisations and UNDP. The MEA has demonstrated that **innovative approaches to youth economic empowerment can generate impressive results**. The challenge now is to continue to design and test the next iteration of activities to support the development of enterprising capabilities in young Mongolians.

1 BACKGROUND

Since mid-2017, the *United Nations Development Programme* (*UNDP*) in Mongolia has been undertaking activities to understand the entrepreneurial mind-set of young Mongolians, and the entrepreneurship ecosystem in Mongolia. This work has highlighted the need to support the development of enterprising tendencies and capabilities in Mongolian youth.

Picture 1: Activated2030

The *UNDP* initiated **'Activated2030: A Youth Enterprising Project'** (Activated2030) is using four innovative approaches to design and develop a series of activities aimed at improving these enterprising tendencies. Whilst many characteristics have been observed in enterprising people, the five **'General Enterprising Tendencies'** are defined as: 'Need for Autonomy', 'Need for Achievement', 'Calculated Risk-taking', 'Drive and Determination', and 'Creative Tendency'[1]. During Phase 1 of Activated2030, a baseline study to measure these tendencies in young Mongolians was undertaken using 'the General Measure of Enterprising Tendencies Test' Version 2. With the permission of the original author, the test was translated into the Mongolian language and adapted for the Mongolian context. Results showed the 'General Enterprising Tendencies' of young Mongolians to be low to medium.

As the first major activity in phase two of Activated2030, *UNDP* in Mongolia organised the 'Mongol Enterprising Adventure' (MEA). With a **platform** of diverse stakeholders working together, a series of activities aiming to increase the enterprising tendencies of young Mongolians were designed, developed and tested. The design of the activities and the MEA itself was undertaken by five organisations and a large number of Mongolian youth working through the **Design Thinking** approach. The activities were behaviourally informed with the application of **Behavioural Insights** to maximise the engagement of and desired behaviours of the MEA participants.

This report presents the monitoring methods, key results and an analysis of the activities of the MEA. How participants engaged with activities and which activities were most liked have been outlined, as this will guide the next iteration of activities and interventions. The report aims to provide an analytical framework of which activities and factors influenced the desired behaviour of stimulating engagement with activities aiming to increase enterprising tendencies among young Mongolians. Whilst this report focuses on the monitoring and results of the MEA, a more general overview of the MEA, including the process for its design and delivery is presented in **'The Mongol Enterprising Adventure: An Activity Report'** downloadable at http://www.mn.undp.org/content/mongolia/en/home/youth-private-sector.html

2 THE MONGOL ENTERPRISING ADVENTURE

The first major activity within Phase 2 of 'Activated2030' was the Mongol Enterprising Adventure (MEA). Applying the four key concepts driving 'Activated2030' (Figure 1), the overall purpose of the MEA was to:

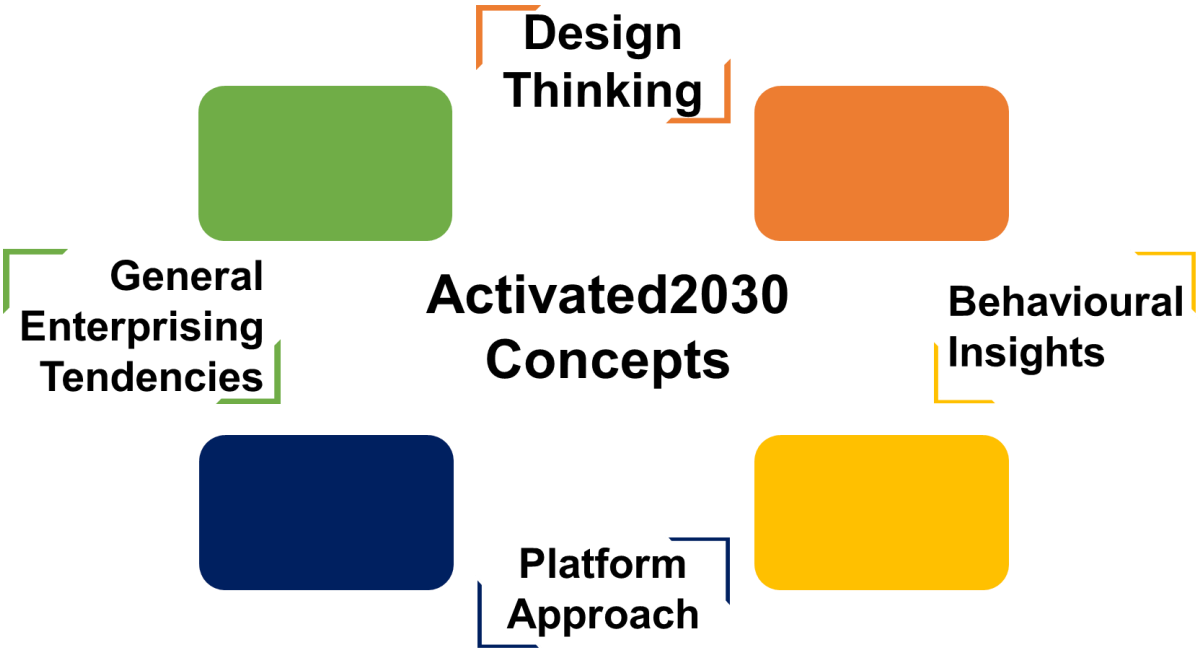
(i) Design and test a series of activities utilising an **'Enterprise Education Pedagogy'** (EEP) aimed at improving the **'General Enterprising Tendencies'** of young Mongolians,

(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

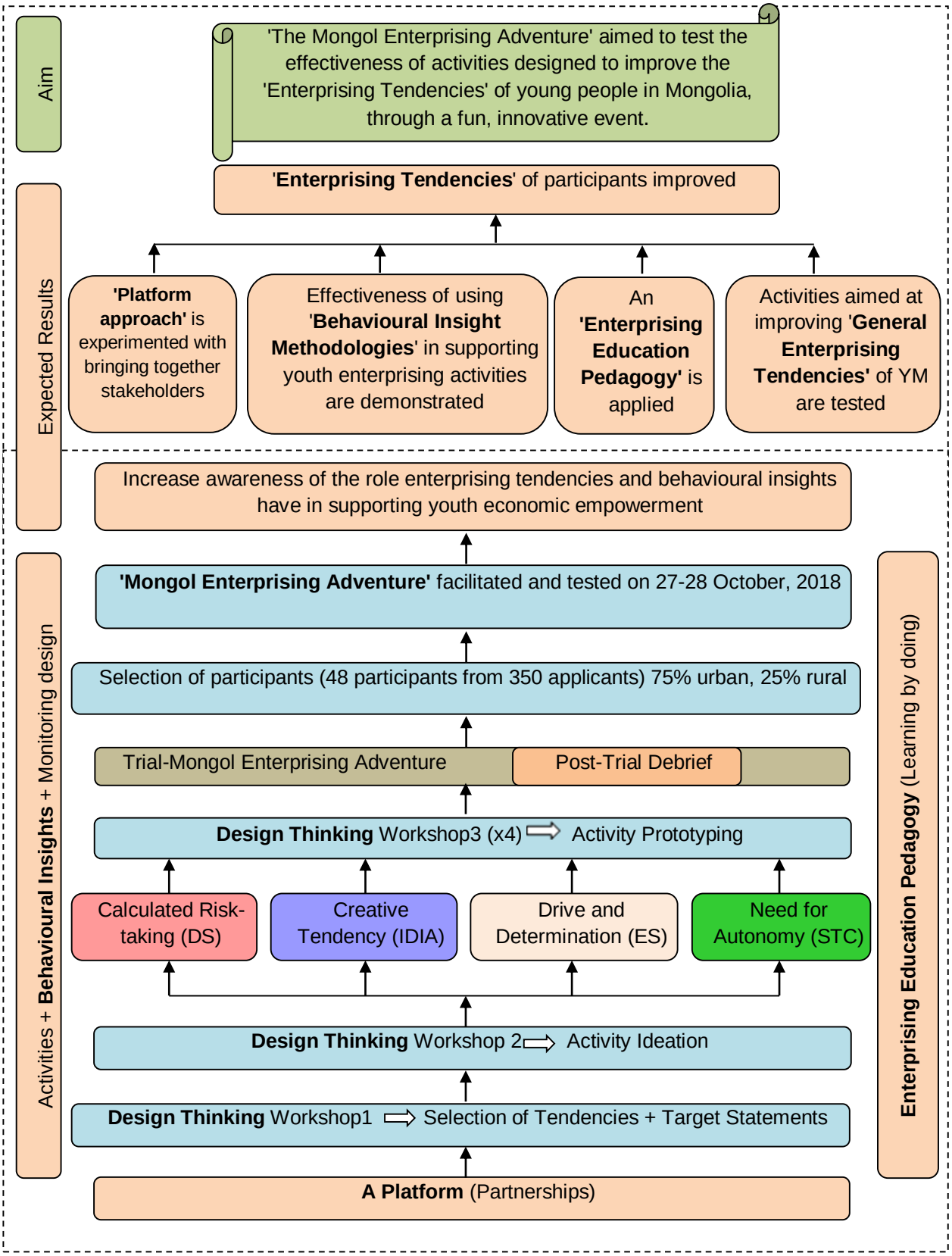
(iv) Experiment with the application of **'Behavioural Insights'** (BI) to interventions supporting youth enterprising activities.

Figure 1: Activated2030 Concepts



Encouraging young Mongolians to engage in more enterprising activities by improving their **Enterprising Tendencies** will only be effective if interventions are tailored to the interests and daily actions of young Mongolians. This requires the study of young Mongolians' **behaviours** and an insight into the **perceptions** and **attitudes** driving certain behaviours. It also requires an understanding of the factors that positively or negatively influence these behaviours. To gain these insights a series of activities were planned, implemented and monitored through the **Mongol Enterprising Adventure** (MEA). The logical framework for the MEA shown in Figure 2 provides an outline of the event, concepts, its aim, expected results and activities.

Figure 2: Logical Framework



2.1 Hosts

The two-day MEA was held on 27 and 28 October 2018 in four locations across the city of Ulaanbaatar. Each activity station (location) was hosted by an organisation working on youth economic empowerment such as *Development Solutions NGO, Educated Space LLC, Save the Children, and The Industrial Development and Innovation Agency of the Capital City*. Each activity station focused on one of four (out of the five) 'General Enterprising Tendencies': 'Creative Tendency', 'Calculated Risk-taking', 'Drive and Determination' and 'Need for Autonomy'. The 42 participants were divided into 12 teams of three to four comprising of both **urban and rural youth**. Table 1 provides a summary of the host organisations, tendencies, aims, key questions and activities of the four stations.

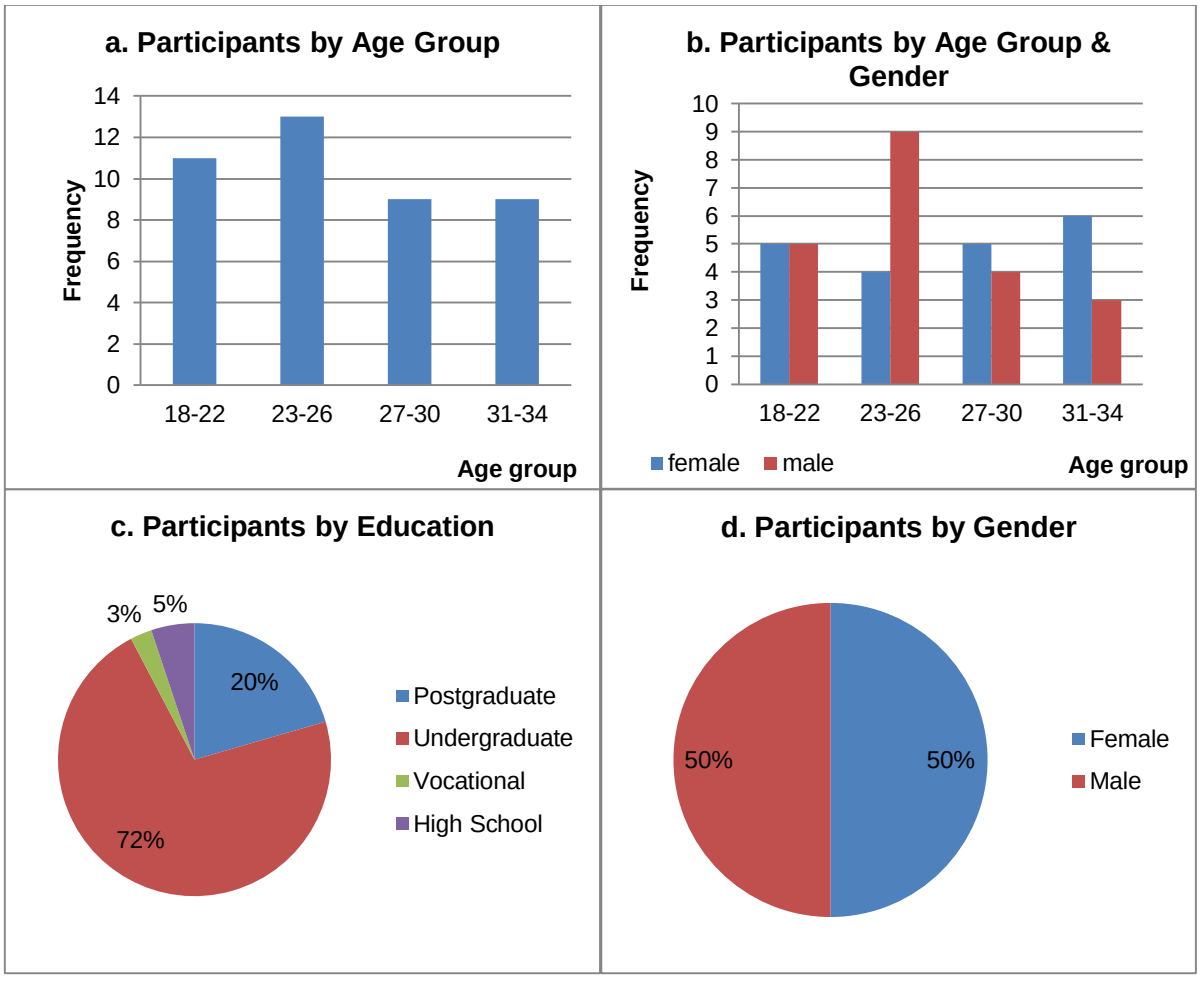
Table 1: Hosts, Tendencies, Aim and Activities

Hosts			
Development Solutions NGO	*Educated Space LLC*	*Save the Children*	*Industrial Development and Innovation Agency of The Capital City*
Tendencies			
Calculated Risk-taking	Drive and Determination	Need for Autonomy	Creative Tendency
Aims			
To gain insights into how young people in Mongolia take calculated risks and provide positive examples about calculated risk-taking to young Mongolians.	To observe the level of persistence whilst supporting drive and determination in participants through 'social pitching' of ideas to guests from diverse backgrounds.	To gain insights into how young Mongolians perceive 'autonomy'. For participants to strengthen their understanding of the need for autonomy	To gain insights into how young Mongolians perceive creativity. To encourage young Mongolians to be creative
Activities			
1. Ball throwing into a basket	1. Pitching preparation	1. Hierarchy of needs (Maslow's)	1. Spaghetti and marshmallow tower building
2. Decision tree	2. Idea Market: Social pitching	2. Roleplay	2. Painting with hands
3. Risk-taking board game: 'Riskopoly'	3. Reflection	3. Scavenger hunt	3. Art using waste materials: deconstruct and reconstruct a wire coat hanger
4. Message creation			4. Construct a bridge using paper and tape to host a rolling ball

2.2 Participants

Participant were able to register for the MEA through digital and paper registration forms between 10 and 16 October 2018. A total of **350 online applications** were received from Ulaanbaatar and 14 aimags. No paper based applications were received. From these, **49 participants** were selected and confirmed to participate in the MEA, of which 75% of participants (36) reside in Ulaanbaatar, and 25% (13) were from rural aimags (Khentii, Khuvsgul, Bulgan, Uvurkhangai and Selenge). *Mercy Corps* provided funding and logistical arrangements to enable rural participation. Of the 49 participants confirmed, 42 started the MEA. On the second day 40 people participated. One rural participant returned home due to a personal emergency and one urban participant did not attend for unknown reasons. This presents a **95% retention rate** between day one and two. Of the 42 youth who participated in the MEA, 21 were male and 21 were female, 9 were postgraduate students or graduates, 28 were studying towards or have completed an undergraduate degree, 3 have vocational education, and 2 were high school graduates. Participants were aged between 18 and 35 years, with a mean age of 25.8 (standard deviation of 4.48). Figure 3a, 3b, 3c and 3d illustrates participant demographic information.

Figure 3: Participant Demographics



3 METHODOLOGY

3.1 Definitions

Throughout this report and analysis, the following names and definitions are used:

Design Thinking: Design Thinking is a human-centred problem-solving approach emphasising empathy, collaboration and co-creation of solutions through a creative and design-based process[1].

Enterprising: The ability to get things (a project) done[2].

Enterprising Tendencies: An enterprising tendency is defined as the tendency to start up and manage projects. The most enterprising people set up projects more frequently, set up more innovative projects, and are more growth-oriented. The five 'General Enterprising Tendencies' are:

- **Calculated Risk-taking: ‘**Opportunistic qualities and seeks information and expertise to evaluate if it is worth pursuing an opportunity, which will usually involve some degree of risk’[3]
- **Creative Tendency: ‘**The enterprising person is restless with ideas, has an imaginative approach to solving problems, and tends to see life in a different way to others’[4].
- **Drive and Determination: ‘**The enterprising person has an internal rather than external locus of control which means they believe they have control over their own destiny and make their own 'luck'[5].
- **Need for Achievement: ‘**The enterprising person is highly motivated, energetic, and has a capacity for hard work’[6].
- **Need for Autonomy: ‘**The enterprising person is highly motivated, energetic, likes to lead, shape and do things their way. They are independent, driven, dynamic and may have to be number one or work solo’[7].

Enterprise Education Pedagogy: Encourages learning by doing, exchange, experiment, positive mistake-making, calculated risk-taking, creative problem-solving and interaction with the outside world. The scope and practice of enterprise education is much broader than entrepreneurship education, which is overly focused on how to start a business[8].

GET2 Test: ‘The General Measure of Enterprising Tendencies Test' Version 2 (GET2) is a self-assessment tool that asks the respondent to decide if s/he tends to agree or disagree with statements that are designed to identify various aspects of their enterprising tendencies[9].

Host: Non-*UNDP* organisations who co-designed and hosted the MEA activity stations. These were: *Development Solutions NGO, Educated Space LLC, Save the Children, and The Industrial Development and Innovation Agency of the Capital City.*

Mongol Enterprising Adventure: The Mongol Enterprising Adventure (MEA) was a two-day event held on 27 and 28 October 2018 organised within the 'Activated2030: A Youth Enterprising Project', initiated by *UNDP* in Mongolia.

Participants: The 42 MEA participants who engaged in the activities over the two days.

Platform Approach: Brings together a range of people and organisations to provide products or services to address a need[10].

Station: Activity location hosted by an organisation.

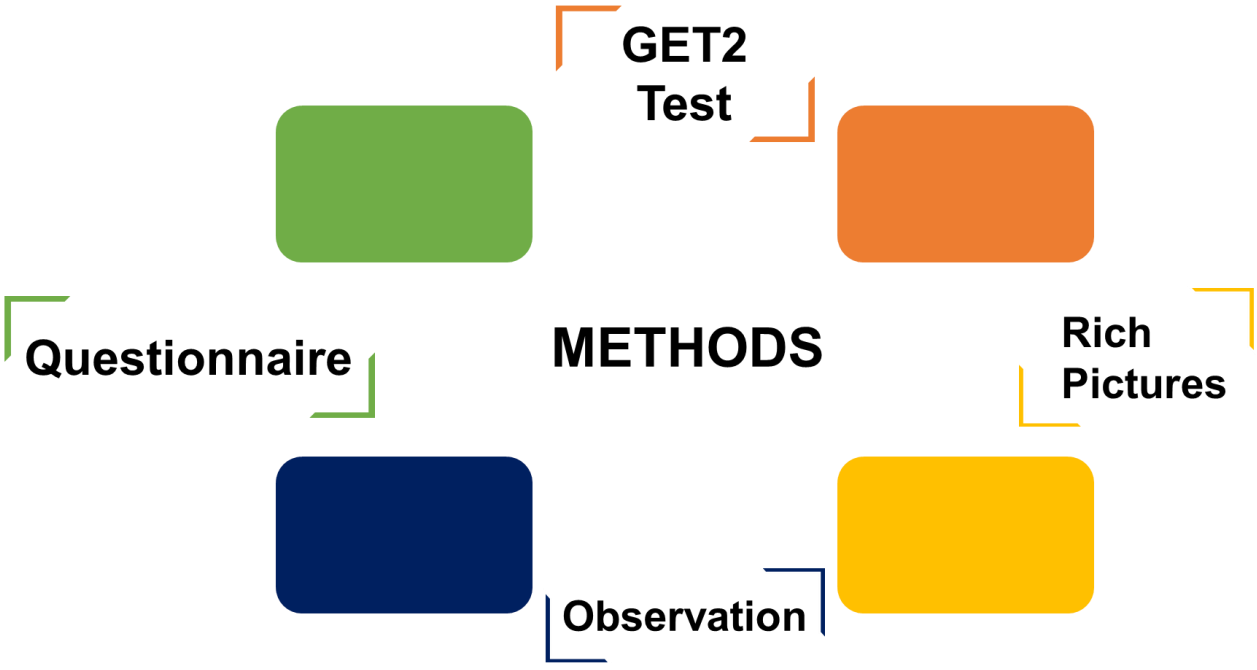
Youth: 'Mongolian citizens between 15 and 34 years of age' as defined in the Mongolian Law on Supporting Youth Development[11].

Youth Volunteer Observers: 9 youth volunteers who assisted in the monitoring of the MEA.

3.2 Methods Used

As the core of Activated2030 and the MEA is **behaviour change**, that is, the improvement of enterprising tendencies leading to an increase in the number and success of enterprising activities in young Mongolians, the monitoring of the MEA focused on **behavioural analysis**. Behavioural analysis requires the collection of both **qualitative and quantitative** data which in turn requires the use of **multiple tools and techniques**. In the MEA monitoring, a combination of questionnaires, observation, the GET2 test and rich pictures were used (Figure 4). As is typically the case, each method has both advantages and limitations. It is the **triangulation of results** from the various methods that provides the depth of understanding required. A key challenge with the behavioural research methods used during the MEA is their reliance on views and perspectives of participants and observers. Therefore, these are subjective measurements. To improve reliability, several tools were used to complement each other.

Figure 4: Methods Used



3.3 Questionnaires

Questionnaires are valuable measurement tools, when well-constructed, a questionnaire is a scientific instrument used to gather rich data. Advantages of a questionnaires include:

- Quick and easy collection of results from participants immediately following activities
- Answers are unlikely to be influenced by others
- Provide quantitative data allowing easy analysis
- Can be used to generate predictions and create benchmarks for follow-up

A disadvantage of questionnaires is they rarely fully capture emotional responses or the feelings of respondents. To minimise this, questionnaires were combined with other methods in the monitoring of the MEA.

Using **Behavioural Insight literature**, the BIT developed pre and post activity questionnaires for each MEA activity station to ensure key Behavioural Insights were recorded. These short questionnaires were designed to be completed within three minutes so as not to hinder or detract from the main activities at the station.

3.3.1 Pre-activity Questionnaires

The pre-activity questionnaires were administered to capture the **attitudes and self-reported behaviours** of participants prior to undertaking the activity, hence, prior to being influenced. A separate questionnaire was developed and administered for each of the four activity stations. See appendix 1 for the pre-activity questionnaires.

3.3.2 Post-activity Questionnaires

The post-activity questionnaires aimed to assess the **level of satisfaction** of participants after each activity was completed. The same two questions were asked at the end of the series of activities at each location, prior to moving to the next activity station. The first, using a Likert scale asked participants how much they enjoyed the activity. The second asked if participants had learned new things and if so, what they were. See appendix 2 for the post-activity questionnaires.

3.3.3 Activity Ranking and Satisfaction Questionnaire

At the end of the two-day MEA, participants were asked if they **liked or disliked each activity** and sub-activity. A short questionnaire developed by the Monitoring Specialist was distributed as participants arrived back at the Hub Innovation Center (#Hub) for the closing event. The questionnaire listed each activity undertaken at each activity station. Participants circled 'like' or 'dislike' in relation to each activity. See appendix 3 for the questionnaire. Whilst other measurement instruments were linked to each specific participant, this questionnaire was anonymous to encourage honest, open answers.

3.4 'The General Measure of Enterprising Tendency Test'

'The General Measure of Enterprising Tendency Test' Version 2 (GET2) seeks to **measure 'enterprising tendency'**, defined as the tendency to start up and manage projects. The most enterprising people tend to set up more innovative projects, more frequently and are expansive and growth-oriented. The GET2 test aims to measure enterprising tendency through a focus on **enterprising characteristics**. The five key enterprising characteristics measured in the GET2 test are: 'Need for Achievement', 'Need for Autonomy', 'Creative Tendency', 'Calculated Risk-taking', and 'Drive and Determination'[12]. The GET2 questions are provided in Appendix 4.

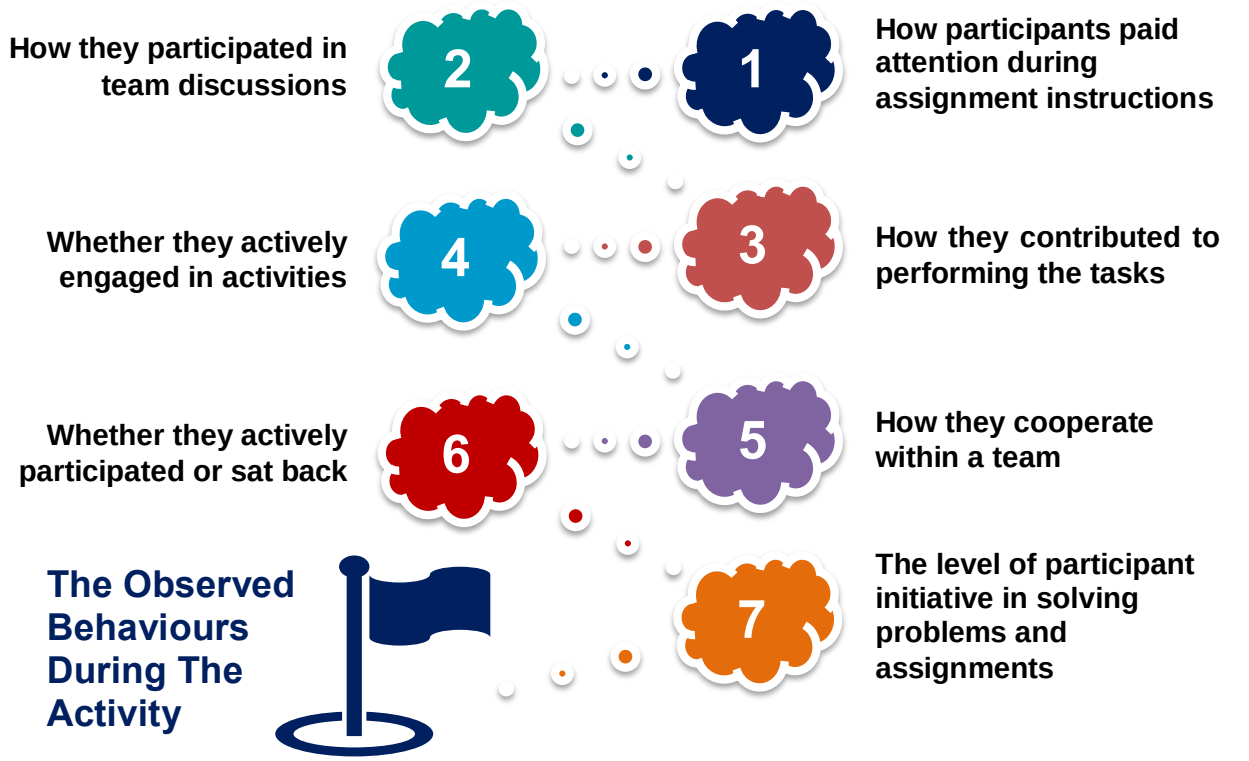
3.5 Observation

Observation facilitates an **understanding of the context** by making it possible to see what is happening and which actions take place in practice. Observation also provides valuable insights

to study behaviours which are not obtainable from questionnaires; hence observation is designed to supplement survey questionnaires[13]. The observation sheet for monitoring behaviour and engagement of participants in the activities of the MEA was developed from a number of resources and tools used in various studies[14]. The observations are location-based: the observer settles down at a location, for example at an activity station, and observes the behaviour of the people who move into the place and participate in the activity.

Observation involves the use of **the observers' sensory systems** (eyes, ears and hands) **to record behaviour**. It is a **subjective** measure as it relies on the observers' judgments about behaviour. Therefore, results from this method should be used with caution, especially if used on a standalone basis. Nine non-participant youth volunteers made observations of participants' behaviour during the MEA activities. The volunteers who conducted the observation were coached prior to the MEA on how to make observations for each station. These observers were advised not to interact with participants and note taking was completed as much as possible without participants being aware in order to prevent people behaving differently based on the knowledge they are being observed. Hence, observations are from an outsider's perspective. A structured tracking sheet developed by the MEA Monitoring Specialist was used to record the observations. See appendix 5 for the observation sheet. This observation tool provides data that can be easily organised, tabulated, and analysed. Observed behaviours are shown in Figure 5.

Figure 5: Observed Behaviours



The **scoring** involved rating participants in relation to each factor as 'High, Often, Sometimes and Low'. This allows for the assessment of these behaviours. Observations were made during the two hours of activities at each activity station. To aid in observation, all participants were allocated a unique identifying number (1 to 49). This number was used to record their attendance and the

observations made. This was designed to enable observations to be linked to demographic data and in doing so provide a richer dataset. However, observers found it difficult to see the numbers on participant's nametags and to record observations strictly in accordance with the numbering system. Therefore, the cross-referencing of observation data to demographic information is not possible.

Additional observations such as duration, teamwork, and reaction to the task were also recorded on the tracking sheet. This provides further data for use in the designing of future activities. The tracking sheet also provides insights into whether participants like 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.

The **reliability of observations** was checked by the Monitoring Specialist periodically during the observation period. At the end of the event, a focus group was conducted with the volunteer observers and volunteer team guides to cross-check the validity and consistency of observations.

3.6 Rich Pictures

A Rich Picture is a way to explore, acknowledge and define a situation and express it through diagrams to create a preliminary **mental model**. A rich picture helps to open discussion and come to a broad, shared understanding of a situation. The **description of the situation** such as structure, processes, people and issues expressed by people are depicted as a picture using diagrams, symbols, cartoons and words; it can be drawn by hand or electronically[15]. On conclusion of the MEA, during the closing of the event, a 'Rich Picture' activity was facilitated by the MEA Entrepreneurship Specialist to provide an alternative understanding of the **self-reported, perceived impact of the MEA** on participants (Picture 2).

Picture 2: Rich Picture Session

3.7 Monitoring Review Workshop

Immediately on conclusion of the event (during the closing activities), a monitoring review workshop was facilitated by the MEA Monitoring Specialist and attended by the observers and guide volunteers. This enabled **verification and cross-checking** of the **data** gathered. During the workshop, several teams of MEA participants who had performed well during the MEA were highlighted and observed reasons for this were discussed and analysed. This workshop provided valuable additional or 'missing' data.

4 KEY RESULTS

4.1 Pre-activity Questionnaires

Prior to the commencement of activities at each station, participants were asked to complete a short questionnaire (see section 3.3.1). These questionnaires provided **insights** into participant's **initial perceptions, characteristics and understanding** of the Enterprising Tendencies being explored during the MEA. A complete dataset was obtained from 39 participants who engaged in 16 activities at 4 stations.

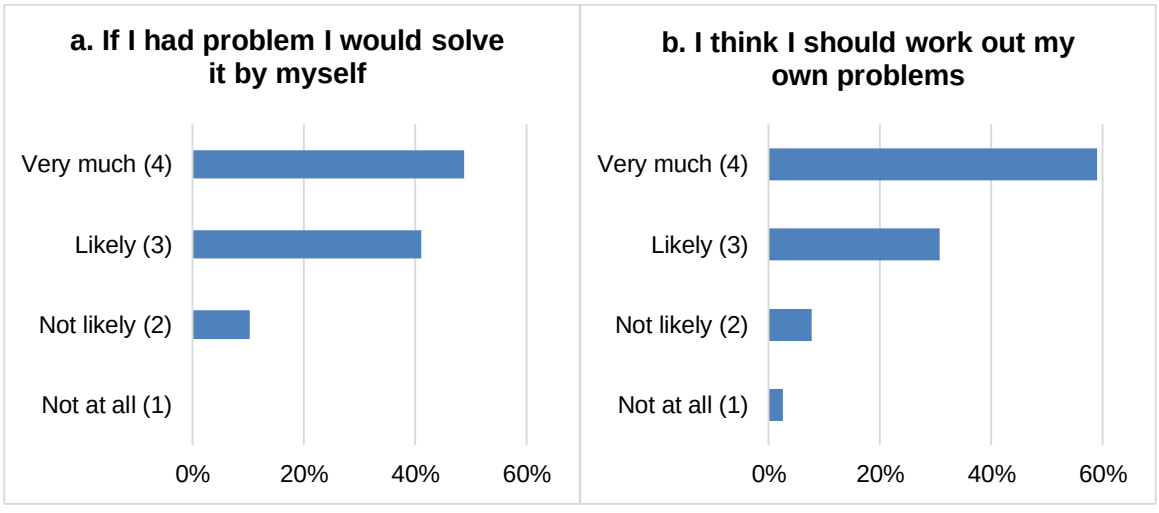
The **Need for Autonomy** questions were adopted by the BIT from research and questionnaires which measured barriers to help-seeking behaviour in adolescents[1], research on the role of autonomy support and autonomy orientation in prosocial behaviour engagement[2], and tenacious goal pursuit survey questions[3]. This questionnaire asked four questions:

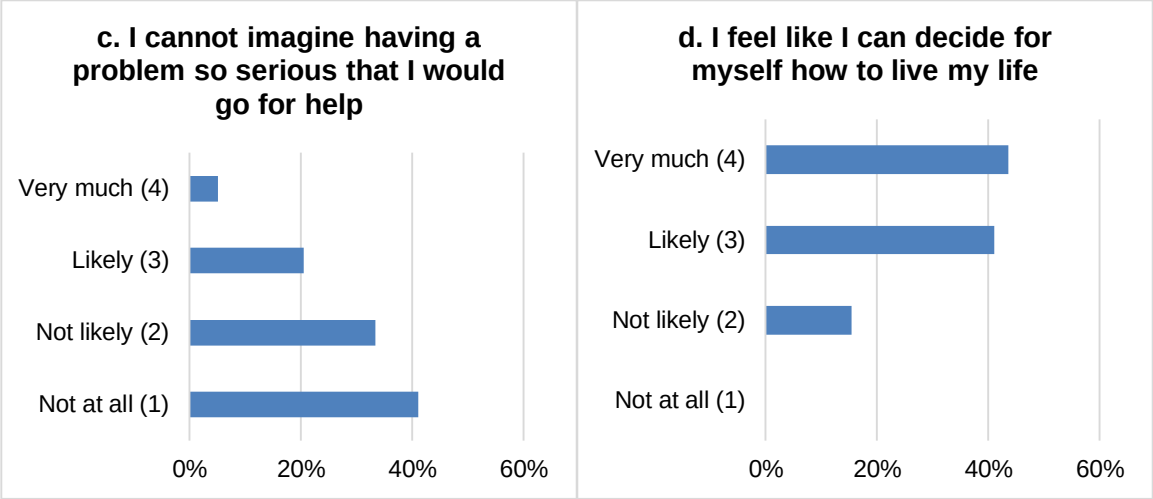
1. If I had a problem, I would solve it by myself.
2. I think I should work out my own problems.
3. I cannot imagine having a problem so serious that I would go for help.
4. I feel like I can decide for myself how to live my life.

A high score on these questions suggests the person tends to be more autonomous.

Overall, **90%** of respondents answered that **if they had problems, they would solve it themselves**. 10% of participants answered they would seek help from others, and only 15% answered 'not likely' when asked, 'I feel like I can decide for myself how to live my life'. Most participants reported they would solve their own problems (Figure 6a, 6b). Figure 6c shows less participants are likely to seek help. However, this question is somewhat confusing as it could be read as a double negative, therefore, it should be used with caution.

Figure 6: Pre Activity Questionnaire – Need for Autonomy





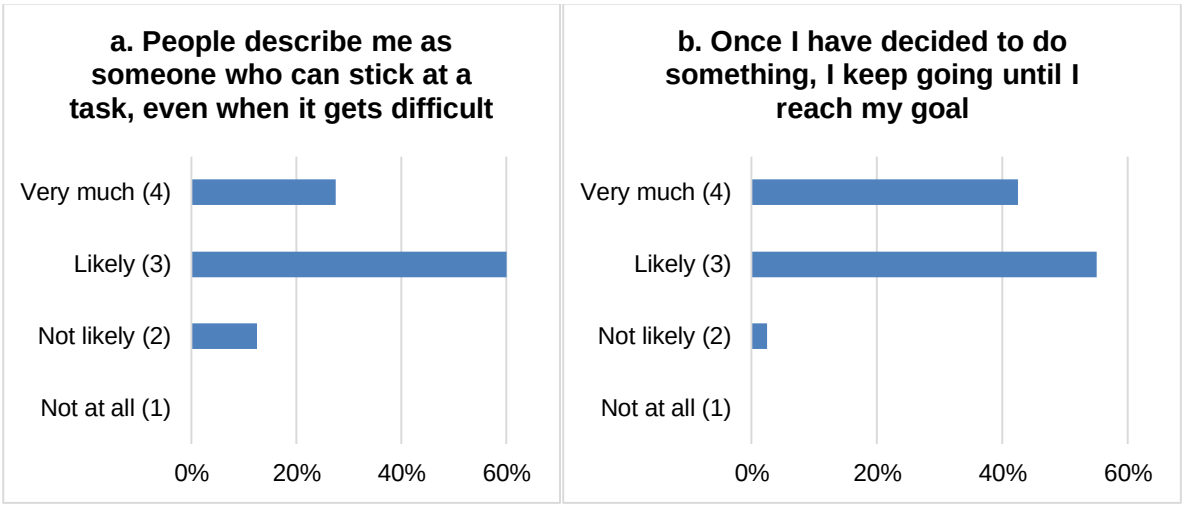
The pre-activity questions related to **Drive and Determination** were adopted by the BIT from surveys on persistence, the ability to keep going to reach a goal even when the task is difficult or drawn out, and perseverance, the tendency to continue a behaviour, even when it ceases to be effective or rewarding[4]. The questions asked of MEA participants in this pre-activity questionnaire were:

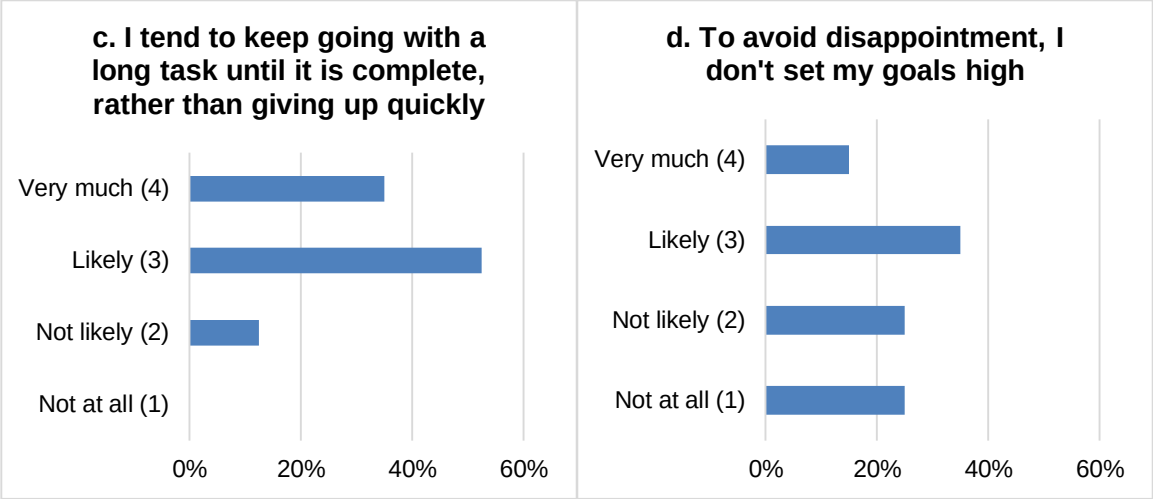
1. People describe me as someone who can stick at a task, even when it gets difficult.
2. Once I have decided to do something, I keep going until I reach my goal.
3. I tend to keep going with a long task until it is complete, rather than giving up quickly.
4. To avoid disappointment, I don't set my goals high.

In this questionnaire, a high score means the person tends to have higher drive and determination.

As shown in Figure 7, participant answers to the questions for the 'Drive and Determination' station, were mostly 'likely or very much' which indicate that they have high levels of drive and determination. For example, **98% responded they would keep going until they reach their goal** once they had decided to do something. However, 50% said they are very likely or likely to not set their goals high to avoid disappointment.

Figure 7: Pre-Activity Questionnaire – Drive and Determination



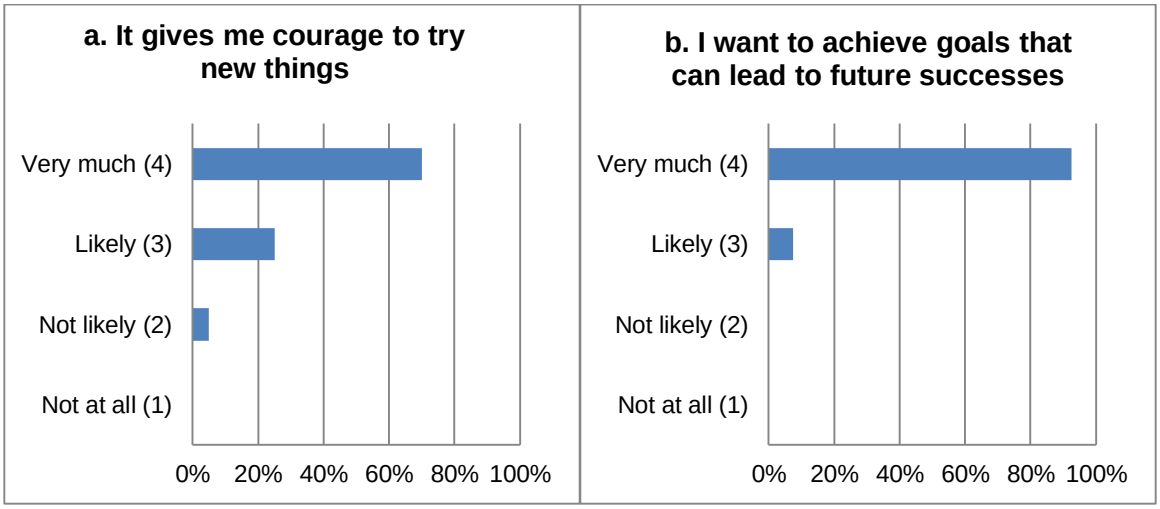


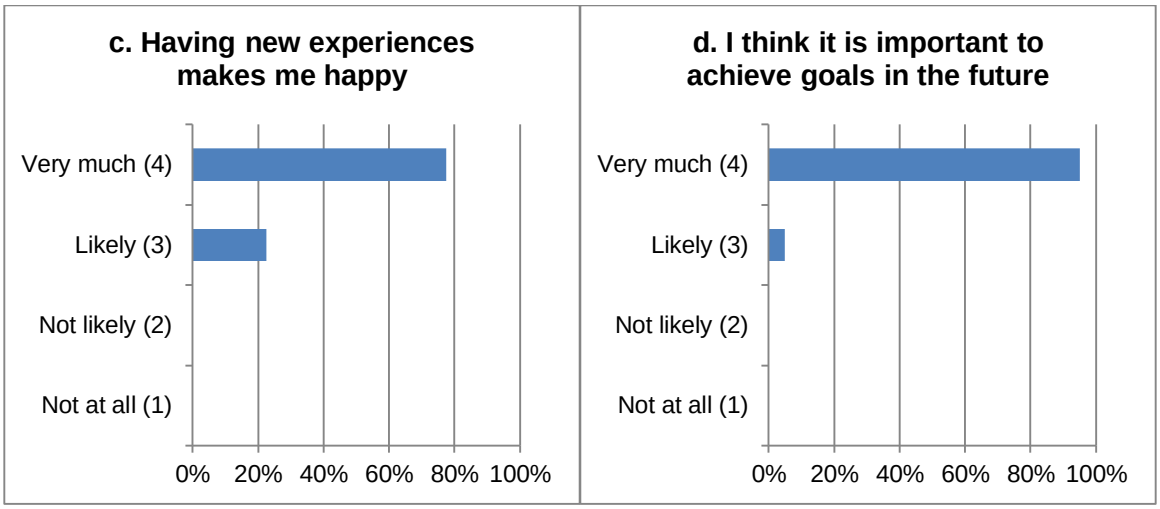
The **Calculated Risk-taking** questions were also adopted by the BIT from a survey that assesses different types of risk-taking, including items capturing calculated risk[5]. Participants were asked to provide their motivations for taking risks by scoring the relevance to them of several statements using a 'Likert' scale from one (strongly disagree) to four (strongly agree) for the following questions:

1. It gives me the courage to try new things
2. I want to achieve goals that can lead to future successes
3. Having a new experience makes me happy
4. I think it is important to achieve goals in the future

Figure 8 presents a summary of the responses. 95% of respondents reported gaining courage from trying new things, 93% want to achieve goals leading to future success, **100% reported new experiences make them happy** and 95% noted achieving goals as being important. This would suggest participants of the MEA were risk takers.

Figure 8: Pre-Activity Questionnaire – Calculated Risk-taking





The pre-activity questions for the **Creative Tendency** station were adopted by the BIT from a survey that assesses creativity through divergent thinking tasks[6]. In this activity, participants were asked to list as many different uses for an object **(a paperclip)** as they could within two minutes. A different scoring method was required to the other three pre-activity questionnaires as **participants** had been **asked to generate ideas** rather than answering a question. A scoring system was used to capture variability in creativity by assigning a zero or one to each response. A response given by only one person (a unique response) received a score of one, whilst all other responses received zero. 75% of the items listed by participants were unique, thus suggesting MEA participants were reasonably creative (Table 2).

Results from the pre-activity questionnaires were analysed by gender and age group. There was no significant difference in the responses received between age groups and genders. However, there was a slight difference reported among the 27 to 30 years' cohort. The high proportion of male respondents in this age group scored between three and four indicating they are likely to undertake certain behaviours. Whereas the females in this age group scored between two and three meaning they are less likely to undertake certain behaviours. This might be due to the small sample size in the 27-30 age group.

Table 2: Unique Ideas from Pre – Activity Questionnaire

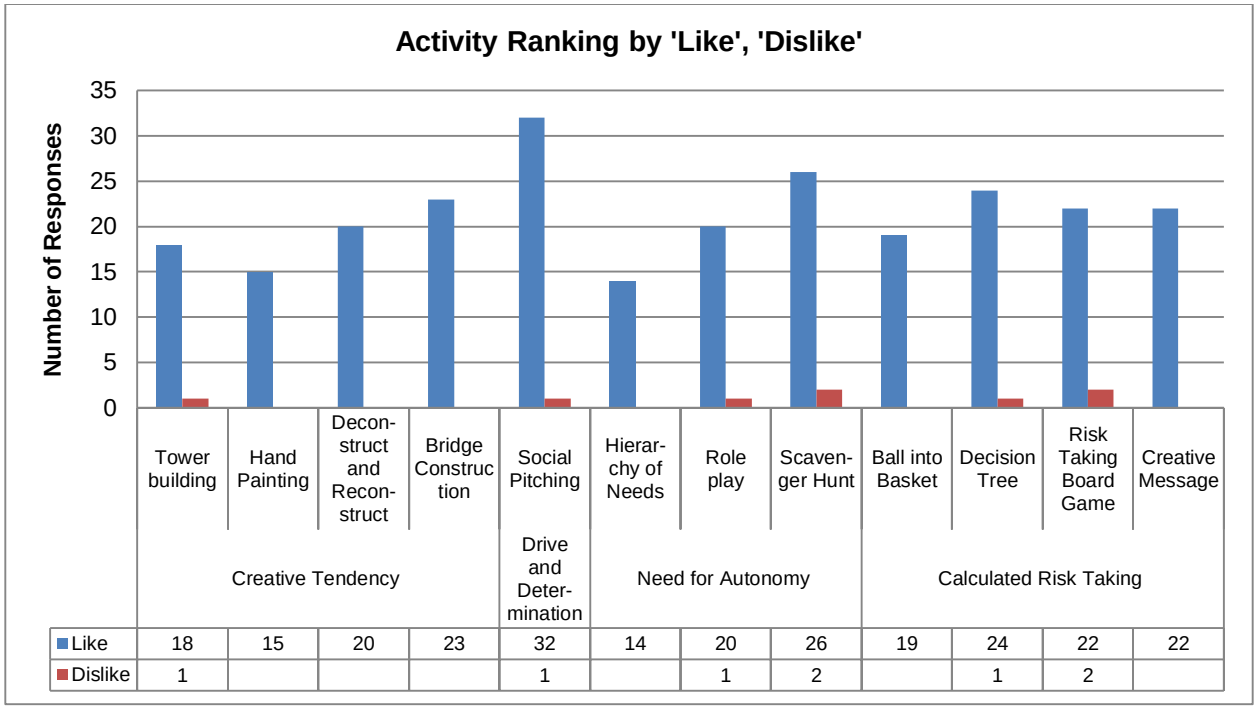
Unique Ideas		
To sharpen knife or something	Hanger corner	Curtain hanger, letters …
Textile needle	Electricity transmission	making holes, closing plastic bags
Book clip ….	Coat hanging for drying, belt	Queue
Zip button handle	Phone stand	Necklet
Rod	Ruler	Ring decoration, wind protection for door
Hair clip	To punisher	make something using its shadow
Opening lock, door	Intellectual game for children	Button …..
Earrings	Body protection, pencil	Sim needle, fish catching
Chain, hanger, souvenir	Picture hanger ….	

4.2 Post Activity Reflections

4.2.1 Activity Ranking

At the end of the two-day MEA, participants were asked to complete an activity satisfaction questionnaire. This questionnaire provided information on which activities participants enjoyed or did not enjoy enabling an activity ranking to be produced (Figure 9). Results show that overall, the MEA was very well received. Participants enjoyed most of the MEA 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 scoring the highest number of 'not liked' responses was the 'Riskopoly' board game at the 'Calculated Risk-taking' station, and the 'Scavenger Hunt' at the 'Need for Autonomy' station. However, only two respondents reported not liking each of these activities and in the case of the 'Scavenger Hunt' it was also the second highest ranking based on the number of likes received.

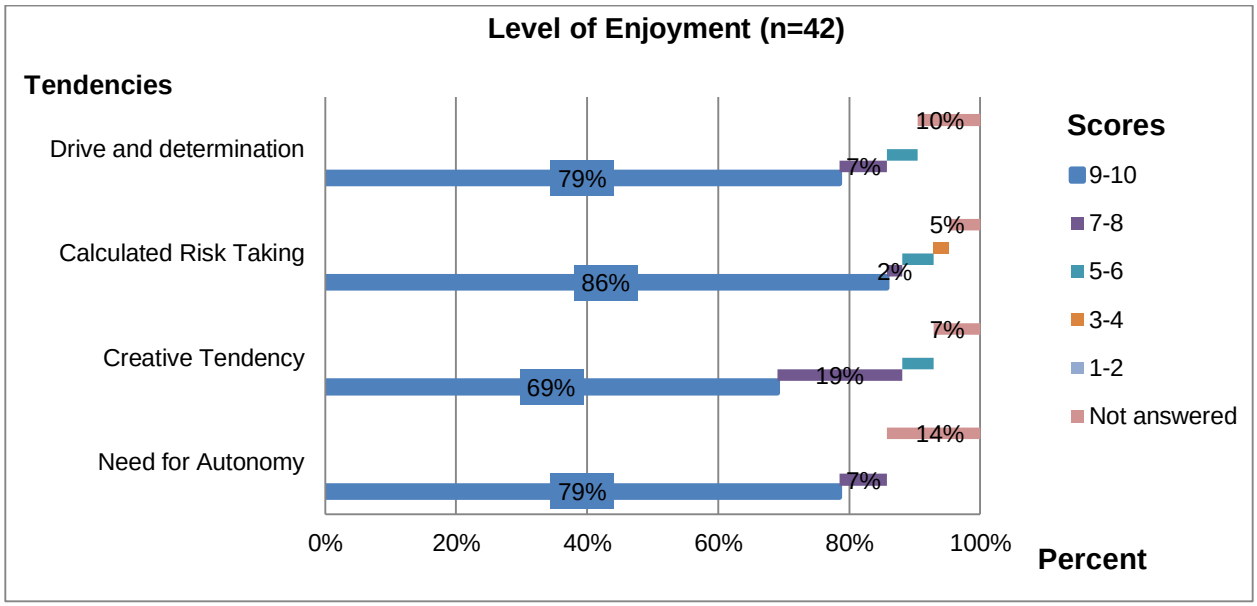
Figure 9: Activity Ranking



4.2.2 Level of Enjoyment

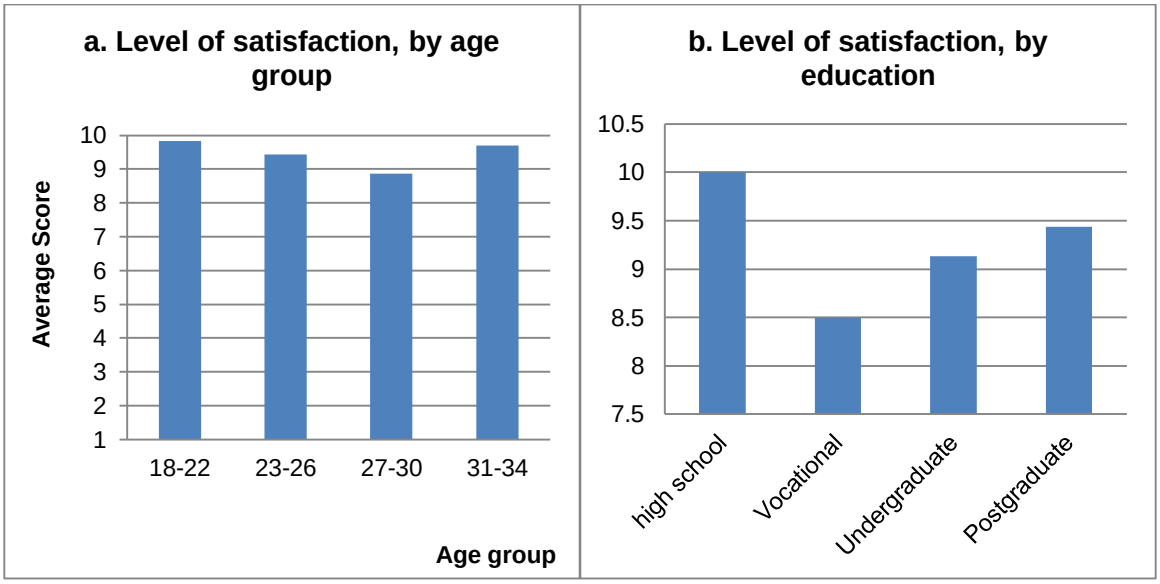
Participants were asked to rate their level of enjoyment at the end of each activity (1 being the lowest level of enjoyment and 10 being the highest). Figure 10 below presents the results. The majority of activities were enjoyed by most participants. Participants were asked to rate from one to ten their level of enjoyment at the end of each activity, one being the lowest level of enjoyment and ten being the highest. **The vast majority**, 86% for 'Calculated Risk-taking', 79% for 'Need for Autonomy' and 'Drive and Determination', and 69% for 'Creative Tendency', **rated their level of enjoyment at each station as 9-10.**

Figure 10: Level of Enjoyment



A comparison of the level of enjoyment across the different age groups showed considerable differences (Figure 11a). Participants' aged 18 to 22 years recorded the highest levels of enjoyment (9.84 out of 10) whereas those aged 27 to 30 years recorded the lowest level of enjoyment (8.87 out of 10). Interestingly, those aged 31 to 34 years recorded the second highest level of enjoyment at 9.69 out of 10. Figure 11b shows the level of enjoyment by education level. The **highest level of enjoyment** was observed in the **18-22 years'** age group, and participants with **high school** as their highest level of education attainment.

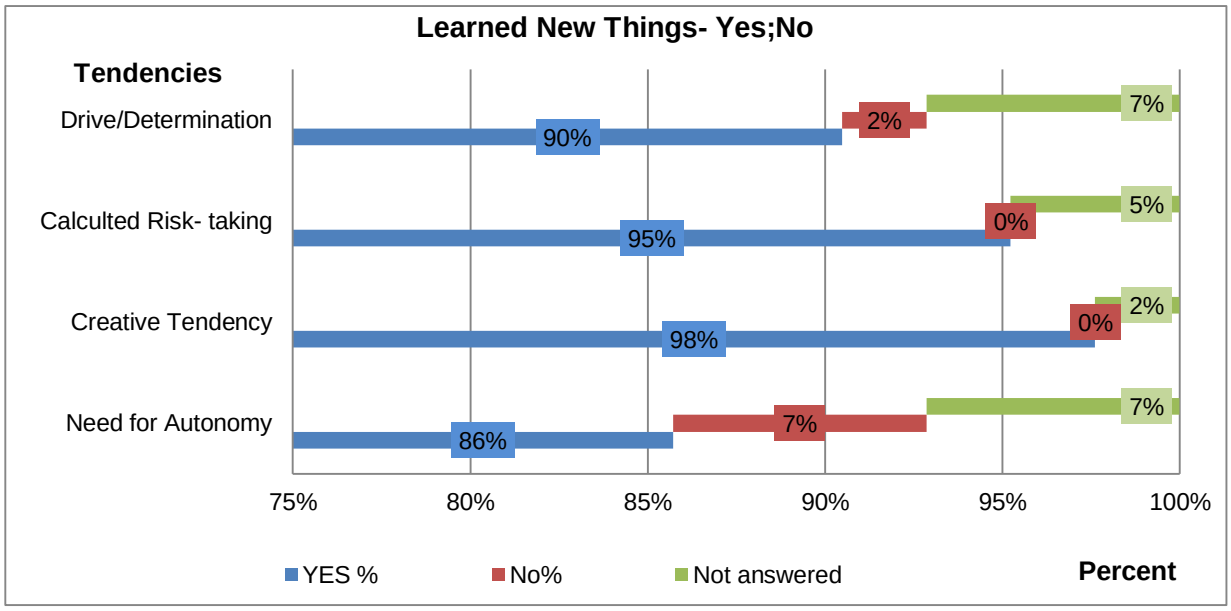
Figure 11: Level of Enjoyment by Age Group and Education



4.2.3 Learned New Things

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. 98% of participants reported learning new things through the 'Creativity Tendency' activities, 95% through 'Calculated Risk-taking' activities, 90% through the 'Drive and Determination' activities, and 86% through the 'Need for Autonomy' activities. 7% of respondents reported not learning new things at the 'Need for Autonomy' station and 2% at the 'Drive and Determination' station. Figure 12 provides a summary of these results and Appendix 6 provides more detailed information.

Figure 12: Learned New Things



At the '**Drive and determination**' station, the majority of females between ages 18 and 22 years reported they had improved their **persistency** and ability to look at things from different angles. Males in the same age group responded they had improved their **self-confidence**, broadened their horizon and learned how to start a business. Participants between ages 23 and 26, regardless of gender, expressed they have benefited from the activities by learning how to stand firm when pursuing their purpose, **the importance of sharing their ideas**, and to be prepared for any situation. Participants aged 27 to 30 years expressed that they have learnt the importance of persistence when striving to implement their ideas. Participants between ages 31 and 34 also reported that their persistency had been strengthened, a similar response to the 18 to 22 years' age group.

Picture 3: 'Drive and Determination' Station

'Pitching Preparations'

'Idea Market: Social Pitching'

'Reflection'

At the '**Need for Autonomy**' station, the majority of females between ages 18 and 22 responded that they have **improved their autonomous decision-making ability** and expressing their opinions with more self-confidence. Males in the same age group also reported that they had **understood the importance of making autonomous decisions** without relying on relatives or friends. Only one participant viewed this as a theoretical exercise that was different to the real life situation. Participants aged between 23 and 26 years, regardless of gender, expressed that they have learned how to be honest in their perspective and to be independent and responsible. Respondents aged between 27 and 30 understood the importance of being open and developing an attitude to reach their goal persistently. Respondents aged between 31 and 34 responded that rather than learning a new thing, they have discovered to look at things from many different angles and the **importance of not being too influenced by social norms.**

Picture 4: 'Need for Autonomy' Station

At the '**Calculated Risk-taking**' station, the majority of participants responded that they have

'Hierarchy of needs (Maslow's)'

'Roleplay'

'Scavenger hunt'

improved their decision-making ability in risky situations and how to calculate risk quickly. Common responses included: 'Calculated risk-taking opens the possibility of success', 'Working as a team; many risks can be identified that was not possible by working alone'.

Picture 5: 'Caclculated Risk-taking' Station

'Message creation'

'Decision tree'

'Risk-taking board game: 'Riskopoly''

At the '**Creative Tendency**' station, the majority of participants responded that they had **improved** their skills in **working as a team** to find creative solutions for making something using simple things provided and to look at things from **different angles.**

Picture 6: Creative Tendency Station

'Construct a bridge using paper and tape to host a rolling ball'

'Painting with hands'

'Art using waste materials'

'Spaghetti and marshmallow tower building'

4.2.4 'The General Measure Of Enterprising Tendencies Test' Version 2

Of the 42 participants of the MEA, 39 completed the GET2 immediately prior to participating in the MEA. The pre MEA scores of these 39 participants are shown in Figure 13. Figure 14 shows, the average scores for 'Calculated Risk-taking' increasing with age whereas for the other tendencies the average score goes up and down with age. Of these 39 participants who completed the GET2 prior to the MEA, 17 also completed the GET2 test immediately on completing the two-day MEA. The pre and post scores of these 17 participants are shown in Figures 15 and 16. These figures show that **the scores in 3 of the 4 tendencies** focused on during the MEA **increased**, that is: **'Creative Tendency'**, **'Drive and Determination'**, and **'Calculated Risk-taking'**. The 'Need for Autonomy' tendency showed a decline in the pre and post scores of these 17 participants. However, drawing inferences about such variation requires some caution because the post GET 2 Test results are from a small sample (17). A change in the results of only one respondent can cause dramatic variation. In this case, the decline in the post score of one participant dramatically influenced the decline in the average results for the 'Need for Autonomy'.

The scores for 'Need for Achievement,' the only one of the five 'General Enterprising Tendencies' not included in the MEA remained relatively static in the pre and post event GET2 scores of the 17 participants. This suggests **the MEA had a positive impact on almost all of the 'General Enterprising Tendencies', with a 22% improvement overall**.

These results provide interesting insights; however, as enterprising tendencies are deeply embedded characteristics, it is unlikely they would change considerably with a short intervention such as the MEA. Similarly, as with all measurement tools the GET2 test has strengths and weaknesses. It is recommended results from the GET2 test are used as a guide only. It is for this reason, a number of additional measurement tools were developed and used in combination to understand the impact of, and participant satisfaction with the MEA. The BIT has encouraged *UNDP* and other Mongolian stakeholders to consider using alternative evaluation tools in the future that may provide a more thorough impact assessment. Further trials and research using a variety of tools will need to be undertaken to determine the best method of measuring changes in the enterprising tendencies of young people in Mongolia.

Figure 13: GET2 Scores Before the MEA

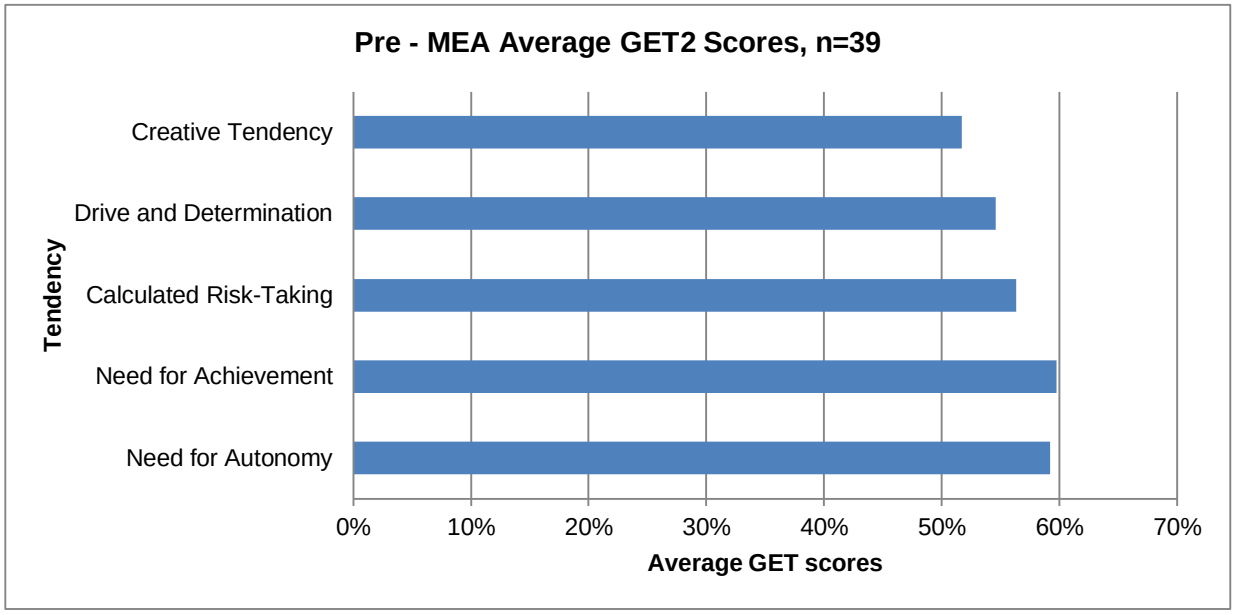
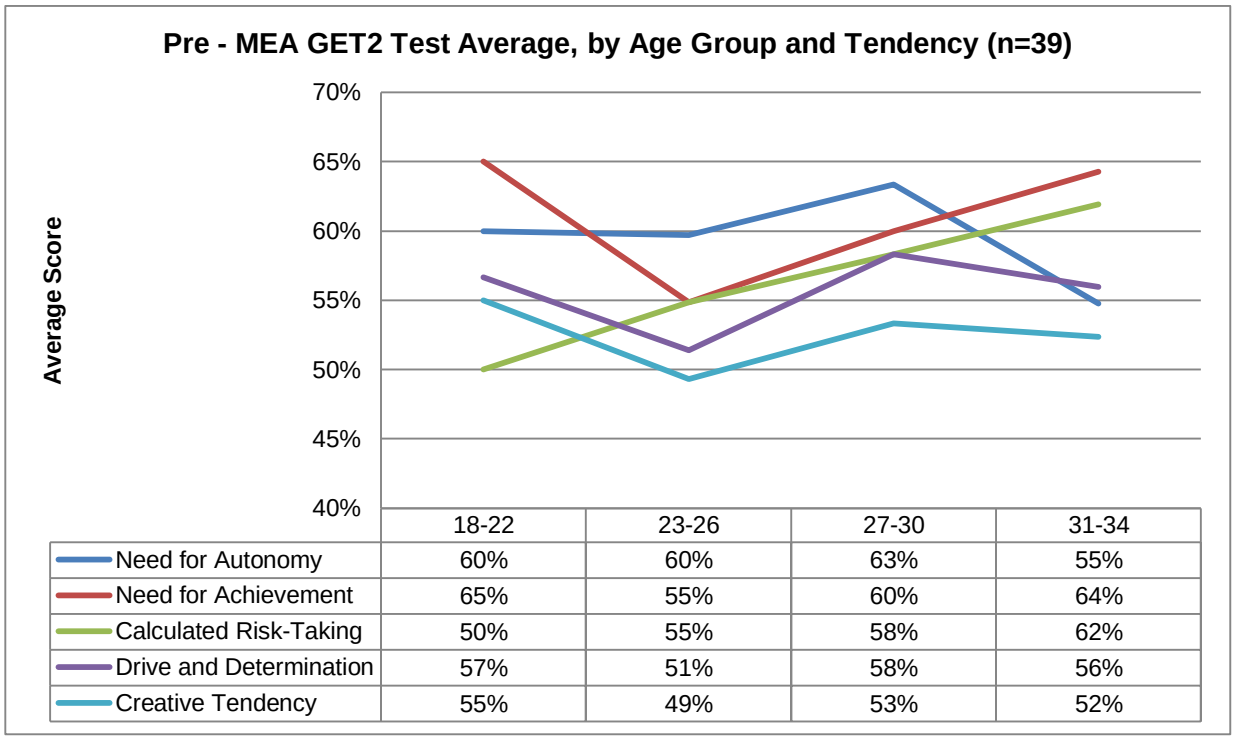


Figure 14: Pre GET2 Test Average Scores by Age Group



	18-22	23-26	27-30	31-34
Need for Autonomy	60%	60%	63%	55%
Need for Achievement	65%	55%	60%	64%
Calculated Risk-Taking	50%	55%	58%	62%
Drive and Determination	57%	51%	58%	56%
Creative Tendency	55%	49%	53%	52%

Figure 15: Change in GET2 Scores Before and After the MEA (a)

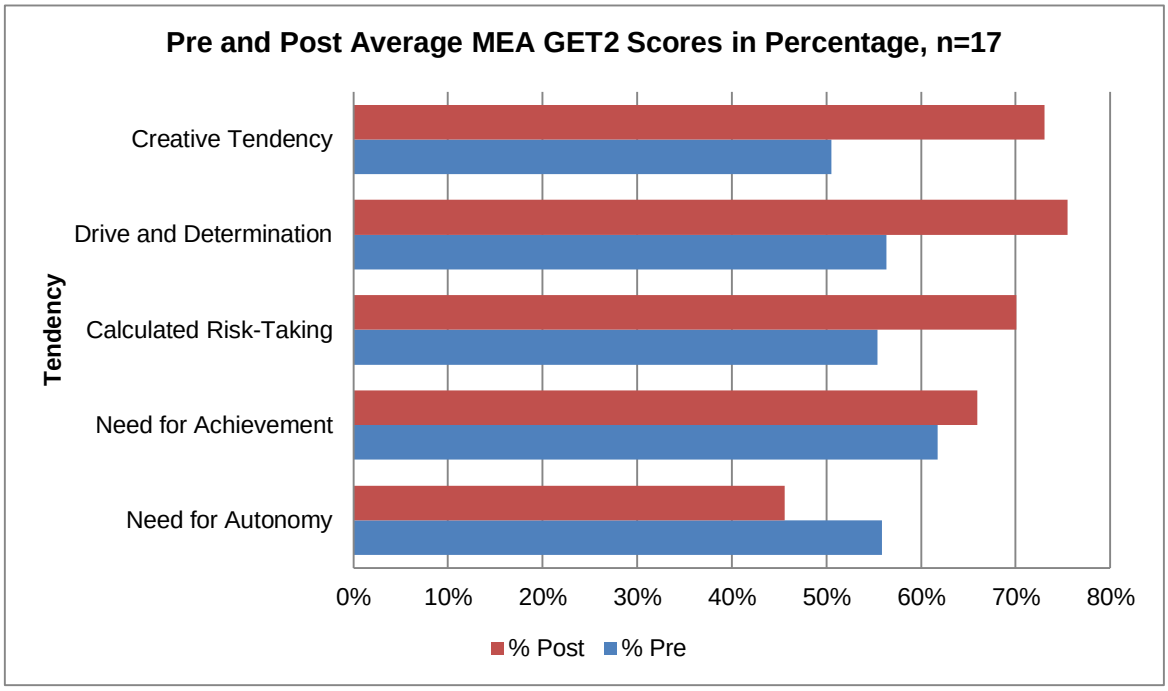
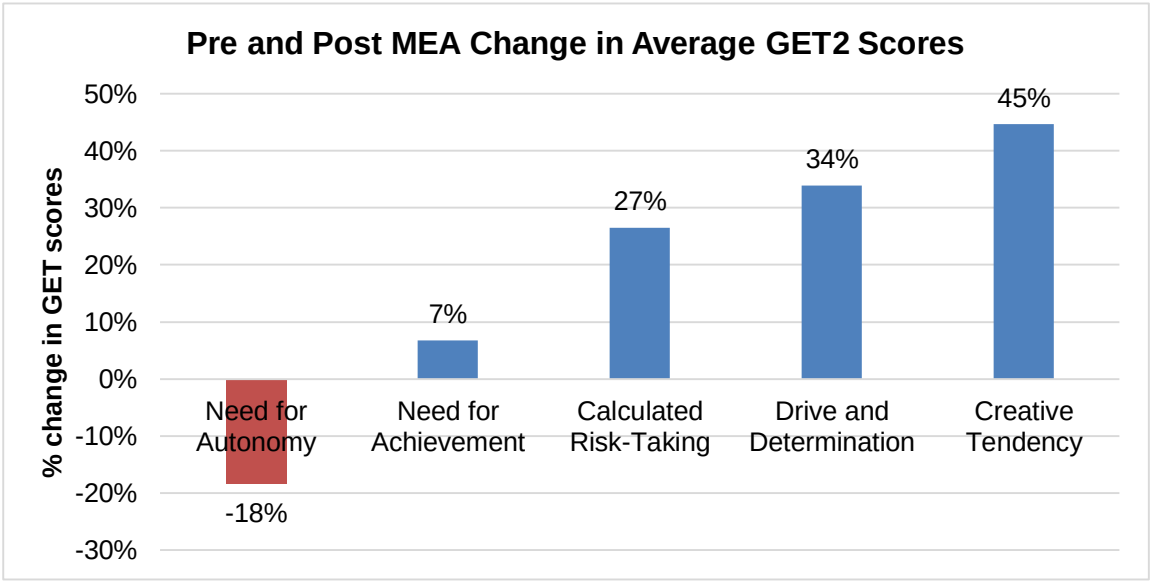


Figure 16: Change in GET2 Average Scores Before and After the MEA (b)



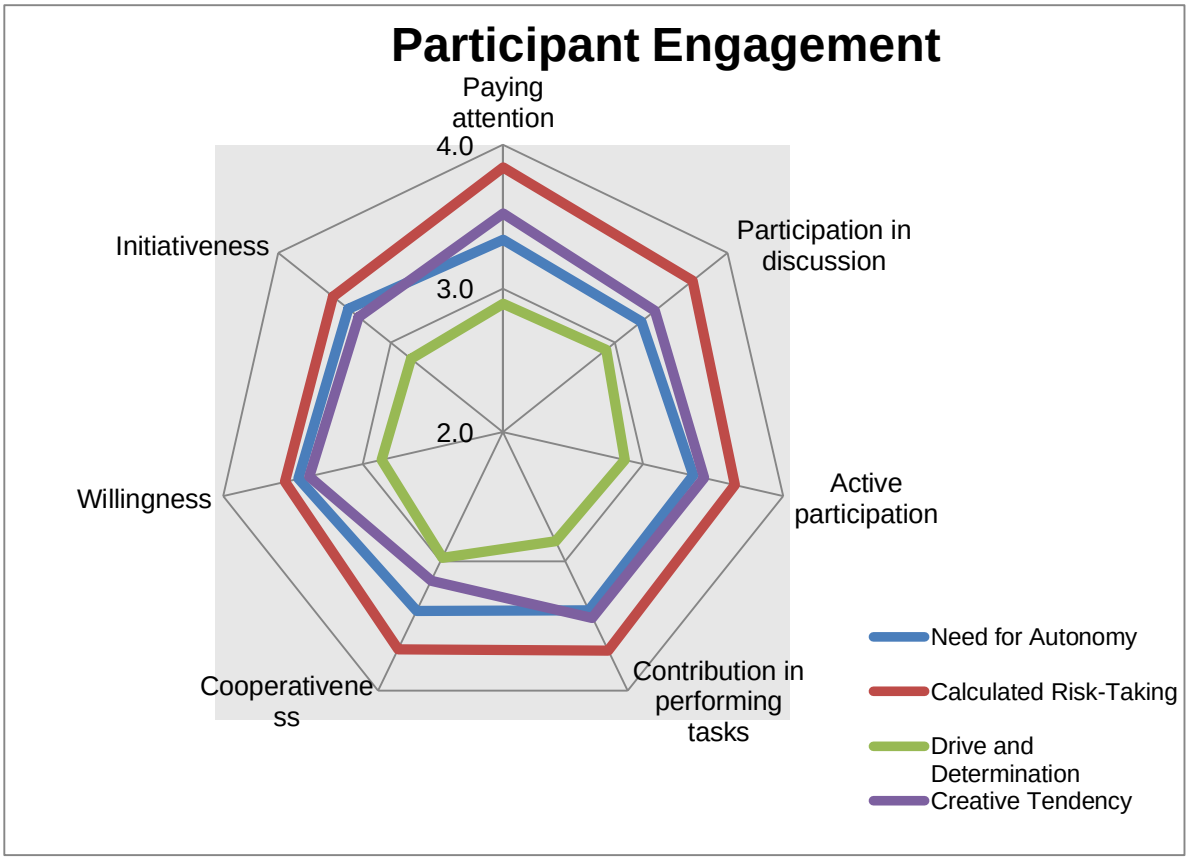
4.2.5 Observations

As results from the GET2 Test and Questionnaire are based on self-reported attributes, observations of actual behaviours were also undertaken. During **observations**, the **actions and attitudes** of participants were recorded. This involved the observation of participants physical actions, spoken words and recorded behavioural clues whilst engaging with activities. The results are a combination of direct observation and value judgements. For example, 'Participant asks a

question, or listens carefully to instructions' is an observation of actual behaviour, while an assessment of the participant's contribution to complete the given task requires judgement from the observer.

Observations were scored as: '1=low', '2=sometimes', '3=often', '4=high', such as high level of cooperation completing the assignment or low level of attention for listening to instructions. The engagement of participants was observed throughout the MEA event and recorded on an observation sheet by nine monitoring volunteers (two volunteers at each station). The observation sheet also provides insights into whether participants liked some aspects of the activity more than others as observers made written comments about what aided or hindered the success of the activity as observed by them. Figure 17 provides an overview of the observations made at each activity station and Appendix 7 provides an example of the detailed observations. As Figure 17 illustrates 'Calculated Risk-taking' was observed as being the most engaging station. 'Need for Autonomy' and 'Creative Tendency' scored reasonably equally, whereas 'Drive and Determination' scored the lowest with this measurement tool. However, as the same monitoring volunteers worked at the same station for the entire period of the MEA, it is possible that some had a tendency to score lower than others.

Figure 17: Participant Engagement



Activity Timing

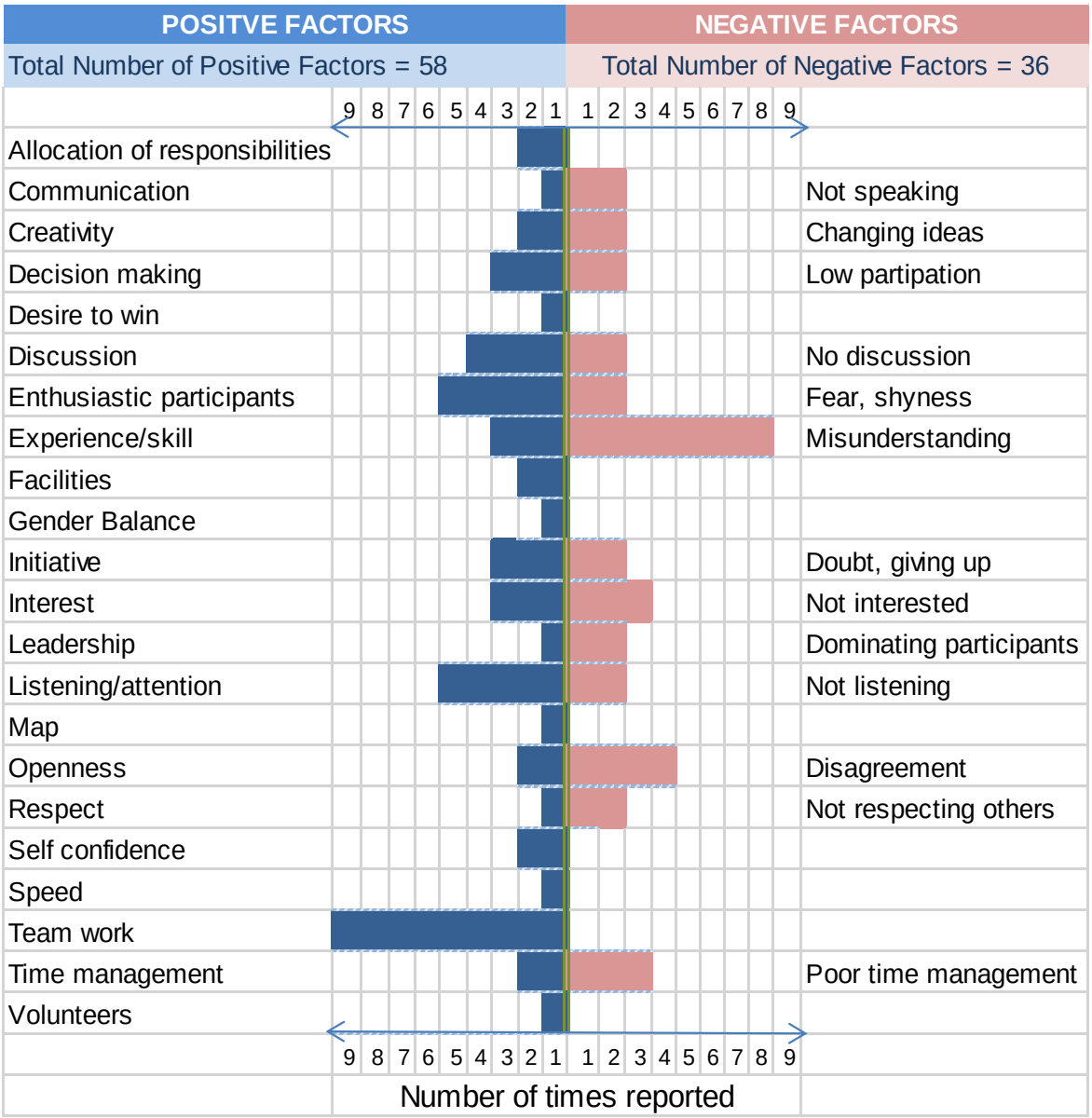
As the MEA was a trial of a prototype, the monitoring volunteers recorded the start and finish time of the activities to determine if correct timings had been allocated. The estimates made during the design stage were reasonably accurate for most activities. The 'Need for Autonomy' activities took

approximately 20 minutes longer than originally estimated. The 'Calculated Risk-taking' and 'Creative Tendency' activities were usually completed in approximately 15 minutes less time than planned. Therefore, **the activities at most stations were completed in approximately 105 minutes.**

Activity Success Factors

A number of factors, both positive and negative, affected the delivery and engagement with activities at the four stations as summarised in Figure 18. These factors are based on the subjective judgement of the volunteer observers who were monitoring at each station during the entire MEA.

Figure 18: Factors Affecting Activity Success



4.2.6 Rich Pictures

At the end of the two-day MEA, during the closing event at #Hub, a Rich Pictures exercise was facilitated by the MEA Entrepreneurship Specialist. The purpose of this activity was to provide a space for participants to think about how their life was before the MEA and how they perceive it will be having completed the MEA. Each participant was asked to represent this through a drawing and a volunteer sample presented their thoughts to the group.

The pictures and the corresponding transcripts can be found at Appendix 8. All participants who presented their Rich Picture expressed being **motivated and energised by the event**. A key theme running through the Rich Pictures activity was the concept of **'we' or teams as compared to individualistic approaches**. This was also highlighted as a factor influencing the success of activities and commonly reported as lessons learned by participants. This is an important aspect in the success of enterprising activities as while individuals need to use their own skills rarely can one person initiate, design, develop, and complete a project single-handedly. It is possible this may be a factor influencing why the average score for 'Need for Autonomy' decreased in the pre and post MEA GET2 test results.

The Rich Picture activity highlights the need for follow up activities to maintain individual motivation to undertake enterprising activities. It is recognised, short interventions can increase awareness, motivation and short-term improvement in tendencies, but they need to be part of a broader system that helps individuals implement their new learnings to drive long term sustained change.

4.2.7 Activity 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 could be improved with the design and delivery of the MEA in the future (Table 3).

Table 3: Successes and Challenges of Designing and Delivering the MEA

Successes:	Challenges:
Participant engagement	Lack of mass media and overall communications generated by *UNDP*
Well organised (International Standard, Profile of Organisations)	Too many volunteers
Collaboration and Co-operation (Deputy Governor and United Nations Resident Coordinator)	Description/information of event for applicants – not enough
Quality of Activities	Too many workshops (volunteer briefing and skype meeting were not essential)
Achieved goals	Limited feedback from consultants
Innovative first of its kind	Most participants have already started their own business
Active and Engaging Youth	
Consultants (Quality of Support)	
Design Thinking Process – useful and practical	
New skills learned	
Walk through – useful	
Meetings – useful	
Changed some people's mind (positive)	
Youth learned what they wanted and are looking for	

5 DISCUSSION

Overall, the participants enjoyed the MEA, with over **80% reporting having enjoyed the experience.** The interactive nature of the activities, that being activities utilising an 'Enterprise Education Pedagogy', particularly, the 'Social Pitching', risk-taking board game, decision tree, scavenger hunt and bridge construction were very well received.

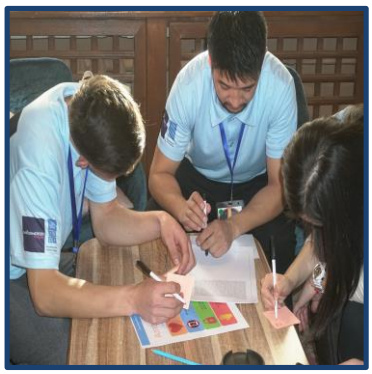
Picture 7: Examples of Activities Utilising 'Enterprise Education Pedagogy'

Social Pitching

Bridge Construction

Scavenger Hunt

Decision Tree



Risk-taking Board Game

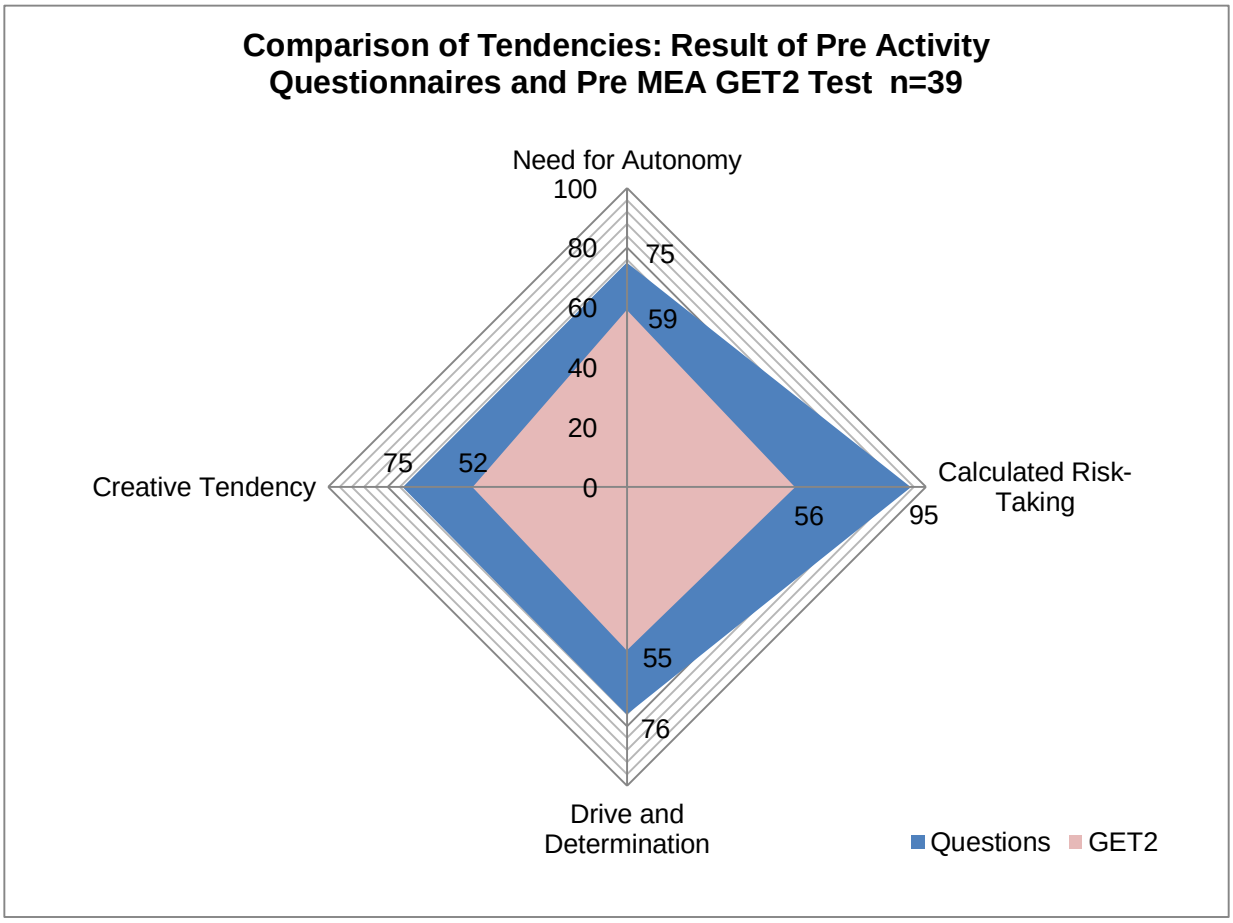
The highest level of **engagement** was noted for the 'Calculated Risk-taking' station. The 'Need for Autonomy', and 'Creative Tendency' stations demonstrated a similar level of engagement. The lowest level of engagement was recorded at the 'Drive and Determination' station which is surprising given the 'Social Pitching' activity, the primary activity at this station was the most popular across the MEA.

In order to understand the overall results, a triangulation of the pre-activity GET2 Test and questionnaire was undertaken and illustrated as percentage in Table 4 and Figure 19. This data provides valuable insights as the pre MEA GET2 test scores suggest participants have medium tendencies in all four factors, whereas, the pre activity questionnaires suggest participants have high to very high levels of these tendencies. As the average scores of the GET2 test were relatively low compared to the average scores of the questionnaires, it is recommended, this be explored further in the future. However, these results demonstrate the value of using a number of monitoring tools.

Table 4: Triangulation of Results Using Two Methods

Tendency/ Method	Need for Autonomy		Calculated Risk-Taking		Drive and Determination		Creative Tendency	
	Average score	Percent (%)	Average score	Percent (%)	Average score	Percent (%)	Average score	Percent (%)
GET2 Test (pre)	3.55 (out of 6)	59.00	6.75 (out of 12)	55.00	6.55 (out of 12)	56.00	6.20 (out of 12)	50.00
Questionnaire (pre)	3.06 (out of 4)	75.16	3.82 (out of 4)	95.63	3.04 (out of 4)	76.00	Uniqueness	75.00

Figure 19: Triangulation of Results Using Two Methods



6 RECOMMENDATIONS

As the GET2 relies on self-assessment measures, it only provides one dimension. Similarly, the small sample size of the MEA provided a limited number of participants in each category of education attained and employment status. Future studies might obtain data information from other sources, such as friends, parents and managers. It could also expand to include an examination of how supportive the environment is for youth to pursue enterprising activities. It may also be **valuable to explore** the following:

I. Differences between participants and non-participants of the MEA (control and non-control groups)
II. How likely participants are to use learnings from MEA after the event and share these with other people
III. Analysis of the primary motivations to change behaviours in the long term.

To **improve the monitoring process**, some of the questions should be re-examined, for example, the first and second pre-activity questions in the 'Need for Autonomy' questionnaire were very similar and the third question reads as a double negative hence could have been misunderstood.

Use of some **conventional monitoring methods** with Proxy indicators for measuring perceptions, and actions of participants would have added value and supplement the current tools and scoring methods used.

It is recommended **'Behavioural Insight Methodologies'** be more rigidly applied from the start of the design process as was the 'Design Thinking' approach. This would enable better integration of this important method.

The **scoring** for the pre activity questionnaire for the 'Creative Tendency' (uses of a paperclip) should be reconsidered as a small sample size increases the probability of generating unique responses. As the sample size increases the likelihood of generating a unique response reduces, hence the perceived level of creativity decreases. In the current sample of 40, 75% of responses were unique. In a sample in excess of 100, it is expected many formerly unique responses will no longer be unique.

Picture 8: MEA Closing

7 CONCLUSIONS

The results of the Mongol Enterprising Adventure demonstrate that 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 'Mongol Enterprising Adventure' 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'**, thus ensuring all activities facilitate experiential 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, Educated Space LLC, Save the Children,* and *the Industrial Development and Innovation Agency of the Capital City,* 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 Mongol Enterprising Adventure participants were mostly highly motivated youth who are engaged with enterprising activities and are willing to take risks. The trial of the Mongol Enterprising Adventure 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 Mongol Enterprising Adventure, being across two days, four locations, six organisations, 42 participants, 50 youth volunteers, 30 professional volunteers, four enterprising tendencies and 12 sub activities presented many challenges and 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.

8 NOTES

Background

1 Caird 1991

Methodology

1 The Royal Civil Service Commission in Bhutan 2017
2 UNDP 2018
3 Caird 2013, p.15
4 Caird 2013, p 15
5 Caird 2013, p.15
6 Caird 2013, p.15
7 Caird 2013, p.7
8 Jones and Iredale 2010
9 Caird 2013
10 The Platform Design Toolkit Team 2017
11 National Statistical Office 2016
12 Caird 2013
13 Bentley et al. 1994
14 Altmann 1973
15 Stevens 2016

Key Results

1 Kuhl et al. 1997
2 Gagné 2003
3 Patel et al. 2014
4 Serpell et al. 2009
5 Kloep, Guney, Cok and Simsek 2009
6 Silvia et al. 2008

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10 APPENDICES

Appendix 10.1: Pre-activity Questionnaires

Calculated Risk Taking

I sometimes take risks because… (circle your answer next to the statement)

1	**2**	**3**	**4**
Disagree totally			**Agree totally**
It gives me courage to try new things	1	2	3	4
I want to achieve goals that can lead to future successes	1	2	3	4
Having new experiences makes me happy	1	2	3	4
I think it is important to achieve goals in the future	1	2	3	4

Drive and Determination

Are these statements true of you? (circle your answer next to the statement)

1	**2**	**3**	**4**
Not at all true of me			**Very true of me**
People describe me as someone who can stick at a task, even when it gets difficult	1	2	3	4
Once I have decided to do something, I keep going until I reach my goal	1	2	3	4
I tend to keep going with a long task until it is complete, rather than giving up quickly	1	2	3	4
To avoid disappointment, I don't set my goals high	1	2	3	4

Creative Tendency

List as many different uses for a paperclip as you can think of in two minutes:

Need for Autonomy

Are these statements true of you? (circle your answer next to the statement)

1	**2**	**3**	**4**
Not at all true of me			**Very true of me**
If I had a problem I would solve it by myself	1	2	3	4
I think I should work out my own problems	1	2	3	4
I cannot image having a problem so serious that I would go for help	1	2	3	4
I feel like I can decide for myself how to live my life	1	2	3	4

Appendix 10.2: Post-activity Questionnaires

Name of participant: _____

Activity Station: _____

How much did you enjoy this activity? Circle your answer.

1 2 3 4 5 6 7 8 9 10
Not at all Very much

Did you learn anything new about **calculated risk-taking** today? If you did, write one sentence about what you learned.

_____

How much did you enjoy this activity? Circle your answer.

1 2 3 4 5 6 7 8 9 10
Not at all Very much

Did you learn anything new about **drive and determination** today? If you did, write one sentence about what you learned.

_____

How much did you enjoy this activity? Circle your answer.

1 2 3 4 5 6 7 8 9 10
Not at all Very much

Did you learn anything new about **creativity** today? If you did, write one sentence about what you learned.

_____

How much did you enjoy this activity? Circle your answer.

1 2 3 4 5 6 7 8 9 10
Not at all Very much

Did you learn anything new about the **need for autonomy** today? If you did, write one sentence about what you learned.

Appendix 10.3: Overall MEA Activity Ranking and Satisfaction

Question 1: Which activities did you like the most?
Circle your answers for each station.

Creative Tendency

- Tower Building
- Hand Painting
- Deconstruct and Reconstruct
- Bridge Construction

Drive and Determination

- Social Pitching

Need for Autonomy

- Hierarchy of Needs
- Role Play
- Scavenger Hunt

Calculated Risk-taking

- Ball into Basket
- Decision Tree
- Risk-taking Board Game
- Creative Message

Question 2: Which activities did you not like? Write your answers here.

Appendix 10.4: GET2 TEST Questions

1. I would not mind routine unchallenging work if the pay was good.
2. When I have to set my own targets, I set difficult rather than easy ones.
3. I do not like to do things that are novel or unconventional.
4. Capable people who fail to become successful have not taken chances when they have occurred.
5. I rarely daydream.
6. I usually defend my point of view if someone disagrees with me.
7. You are either naturally good at something or you are not, effort makes no difference.
8. Sometimes people find my ideas unusual.
9. If I had to gamble $2, I would rather buy a raffle ticket than play cards.
10. I like challenges that really stretch my abilities rather than things I can do easily.
11. I would prefer to have a reasonable income in a job that I was sure of keeping rather than in a job that I might lose if I did not perform well.
12. I like to do things in my own way without worrying about what other people think.
13. Many of the bad times that people experience are due to bad luck.
14. I like to find out about things even if it means handling some problems whilst doing so.
15. If I am having problems with a task I leave it and move on to something else.
16. When I make plans to do something, I nearly always do what I plan.
17. I do not like sudden changes in my life.
18. I will take risks if the chances of success are 50/50.
19. I think more of the present and the past than of the future.
20. If I had a good idea for making some money, I would be willing to borrow some money to enable me to do it.
21. When I am in a group I am happy to let someone else take the lead.
22. People generally get what they deserve.
23. I do not like guessing.
24. It is more important to do a job well than to try to please people.
25. I will get what I want from life if I please the people with control over me.
26. Other people think that I ask a lot of questions.
27. If there is a chance of failure, I would rather not do it.
28. I get annoyed if people are not on time.
29. Before I make a decision I like to have all the facts no matter how long it takes.
30. When tackling a task I rarely need or want help.
31. Success cannot come unless you are in the right place at the right time.
32. I prefer to be quite good at several things rather than very good at one thing.
33. I would rather work with a person I liked, but who was not very good at the job, than work with someone I did not really like who was very good at the job.
34. Being successful is the result of working hard, luck has nothing to do with it
35. I prefer doing things in the usual way rather than trying out new ways.
36. Before making an important decision, I prefer to weigh up the pro's and con's rather quickly rather than spending a lot of time thinking about it.
37. I would rather work on a task as a member of a team than to take responsibility for it myself.
38. I would rather take an opportunity that might lead to even better things than have an experience that I am sure to enjoy.
39. I do what is expected of me and follow instructions.
40. For me, getting what I want has little to do with luck.
41. I like to have my life organized so that it runs smoothly and to plan.

42. When I am faced with a challenge I think more about the results of succeeding than the effects of failing.
43. I believe that what happens to me in life is determined most by other people.
44. I can handle a lot of things at the same time.
45. I find it difficult to ask favours from other people.
46. I get up early, stay late or skip meals in order to get special tasks done.
47. What we are used to is usually better than what is unfamiliar.
48. Most people think that I am stubborn.
49. People's failures are rarely the result of their poor judgement.
50. Sometimes I have so many ideas I do not know which one to pick.
51. I find it easy to relax on holiday.
52. I get what I want from life because I work hard to make it happen.
53. It is harder for me to adapt to change than keep to routine.
54. I like to start new projects that may be risky.

All questions required a 'tend to agree' or 'tend to disagree' response.

Appendix 10.5: Observation Sheet

Station _____ Activity Name_____
Date_____ Time_____
Observer _____

Observation notes

1. Understanding of the assignment.

1a. Factors positively influencing the assignment completion:

1b. Factors negatively influencing the assignment completion:

2. Activity time management:

3. Hindrances and obstacles, if any:

4. Innovative ideas, if any:

5. Other

Observation Sheet for Engagement of Participants

Station: _____
Activity name: _____

Note: Use participant's ID # for observation

Observation /Team #/	***Participant ID #***			
	Low	**Some-times**	**Often**	**High**
Attention in listening to instructions				
Participation in discussion				
Participation in completing activities				
Contribution to completing tasks				
Cooperativeness				
Willingness (interest in activities)				
Initiative in completing tasks				

Observation /Team #/	***Participant ID #***			
	Low	**Some-times**	**Often**	**High**
Attention in listening to instructions				
Participation in discussion				
Participation in completing activities				
Contribution to completing tasks				
Cooperativeness				
Willingness (interest in activities)				
Initiative in completing tasks				

Observation /Team #/	***Participant ID #***			
	Low	**Some-times**	**Often**	**High**
Attention in listening to instruction				
Participation in discussion				
Participation in completing activities				
Contribution to completing tasks				
Cooperativeness				
Willingness (interest in activities)				
Initiative in completing tasks				

Appendix 10.6: Post-activity Questionnaire - Learned New Things

Drive and Determination				
Age	**Gender**	**Education Level**	**Location**	**Things Learned**
18-22	Female	Undergraduate	Bulgan	Expanded personal view and perspective
			Khentii	To be persistent and to have plans if decisions already taken place
			UB	To achieve the aim step by step without being discouraged and to be persistent
			UB	To develop new ideas and make it more realistic and look at it from different angles
			UB	To be realistic about own idea, to analyse it more, to implement with persistence and brevity
	Male		UB	Understood how to make shift from basics to details. Also understood how one can stand firm when someone rejects your ideas.
			UB	Don't be afraid if you do something, if you afraid don't do it
			UB	Increased my knowledge on how to get funding
			UB	Learnted things that I lack
			UB	My business ideas are expanded, and problems were solved
			Zavkhan	Be self confidentinany situation if you are doing the right things
23-26	Female	Undergraduate	Uvurkhangai	To be persistent, to be skilled
		Postgraduate	UB	Until you create your own business, be unstoppable and fight with courage
		Undergraduate	UB	To stand firm withmy own thinking and purpose and be courageous
		Postgraduate	UB	To be preparedforany situation
	Male	Undergraduate	UB	To try more
		Undergraduate	UB	To do continuously, to sense the market
		High School	UB	Learned a lot
		Postgraduate	Khentii	Time is gold
		Undergraduate	UB	I am a courageous and determined person. I expanded my ideas very well having many eggs and complex. Thank you
		Undergraduate	Khentii	To share your ideas with others gives more new ideas and learn more
		Undergraduate	Selenge	There are possibilities so be persistent
		Postgraduate	UB	To be persistent for the things that arebeneficial
		Postgraduate	UB	It was nice
27-30	Female	Postgraduate	khuvsgul	Worth to test and be persistent
		High School	UB	To implement one's own idea realistically and to see the results, to prove the decisions
		Postgraduate	UB	Not answered
		Undergraduate	UB	Opportunity to learn new things
	Male	Undergraduate	UB	Persistency

		Undergraduate	UB	To be persistent is the basis of success
		Undergraduate	UB	I have not implemented anything at this moment, how can I know?
31-34	Female	Undergraduate	UB	I learned in every step
		VT	Bulgan	Got more self confident and saw way outs
		Undergraduate	UB	To be persistent is to fight invincible
		Undergraduate	Khuvsgul	To be persistent
		Postgraduate	Khentii	To be persistent to implement my ideas and to turn the problems to possibilities
		Undergraduate	UB	Need to learn to make elevator pitch
	Male	Undergraduate	UB	To be persistent on the mission and can you stand for the Government?
		Undergraduate	Selenge	To be brave and persistent
		Undergraduate	UB	I saw possibilities and experiences

Need for Autonomy				
Age	**Gender**	**Education Level**	**Location**	**Things Learned**
18-22	Female	Undergraduate	Bulgan	If one meets the basic human needs then the other needs will be met
			Khentii	It is important to be independent to express my opinion
			UB	To be persistent in my views and do the plans without procrastination
			UB	To make decision myself independently
			UB	I learned how to develop my learning skills in order to implement my ideas
	Male		UB	It is more productive to decide some issues onmy own
			UB	To make autonomous decision without relying on relatives/friends
			UB	Self confidence, innovativeness, and pursuing to reach the goal
			UB	I learned to complete tasks without following the mass and being independent in decision making
			Zavkhan	Not every theory is right
23-26	Female	Undergraduate	Uvurkhangai	To be honest in my view points and to be independent
		Postgraduate	UB	Everyone has different angles to look at things, so it is important to make an independent decision regarding what I think regardless of what others say about it
		Undergraduate	UB	I learned that things I havenever done before do not mean I cannot do it
		Postgraduate	UB	To be persistent withmy decisions
	Male	Undergraduate	UB	I wish that all people became autonomous
		Undergraduate	UB	To learn to implement my ideas immediately
		High School	UB	I was more individualist and autonomous when I was child and this exercise restored my nature of autonomy. But it will be more practical if you teach

				people in more practical ways rather than to teach them a big concept (theory).
		Postgraduate	Khentii	Team work
		Undergraduate	UB	I know these things. I have verified my knowledge
		Undergraduate	Khentii	To be persistent and invincible in my views
		Undergraduate	Selenge	Without getting any help from others, I did the role play
		Postgraduate	UB	Being responsible
		Postgraduate	UB	Self confidence
27-30	Female	Postgraduate	Khuvsgul	To be honest in my purpose
		Vocational Educated	Selenge	To finish if you have started something and work autonomously
		High School	UB	I learned that to be open with others provides more possibilities to develop myself
		Postgraduate	UB	Not answered
		Undergraduate	UB	To finish if you started
	Male	Undergraduate	UB	Theory on needs for autonomy and Mongolian traditional thinking
		Undergraduate	UB	Be autonomous and be leader from today onwards
		Undergraduate	UB	To adopt step by step how to make right decision
31-34	Female	Undergraduate	UB	One must develop her own views and autonomy
		Vocational Educated	Bulgan	To be 100 percent confident in myself
		Undergraduate	UB	No new things but discovered many different angles
		Undergraduate	Khuvsgul	I learnt how to be adaptable depending on the given situation
		Postgraduate	Khentii	Not too be too much influenced by social factors and to be persistent
		Undergraduate	UB	Need for autonomy is a human need
	Male	Undergraduate	UB	Decision quality has improved, calculated risk taking
		Undergraduate	Selenge	I am autonomous person who stands for my views, having purpose and persistence
		Postgraduate	UB	Search for new things and persistency

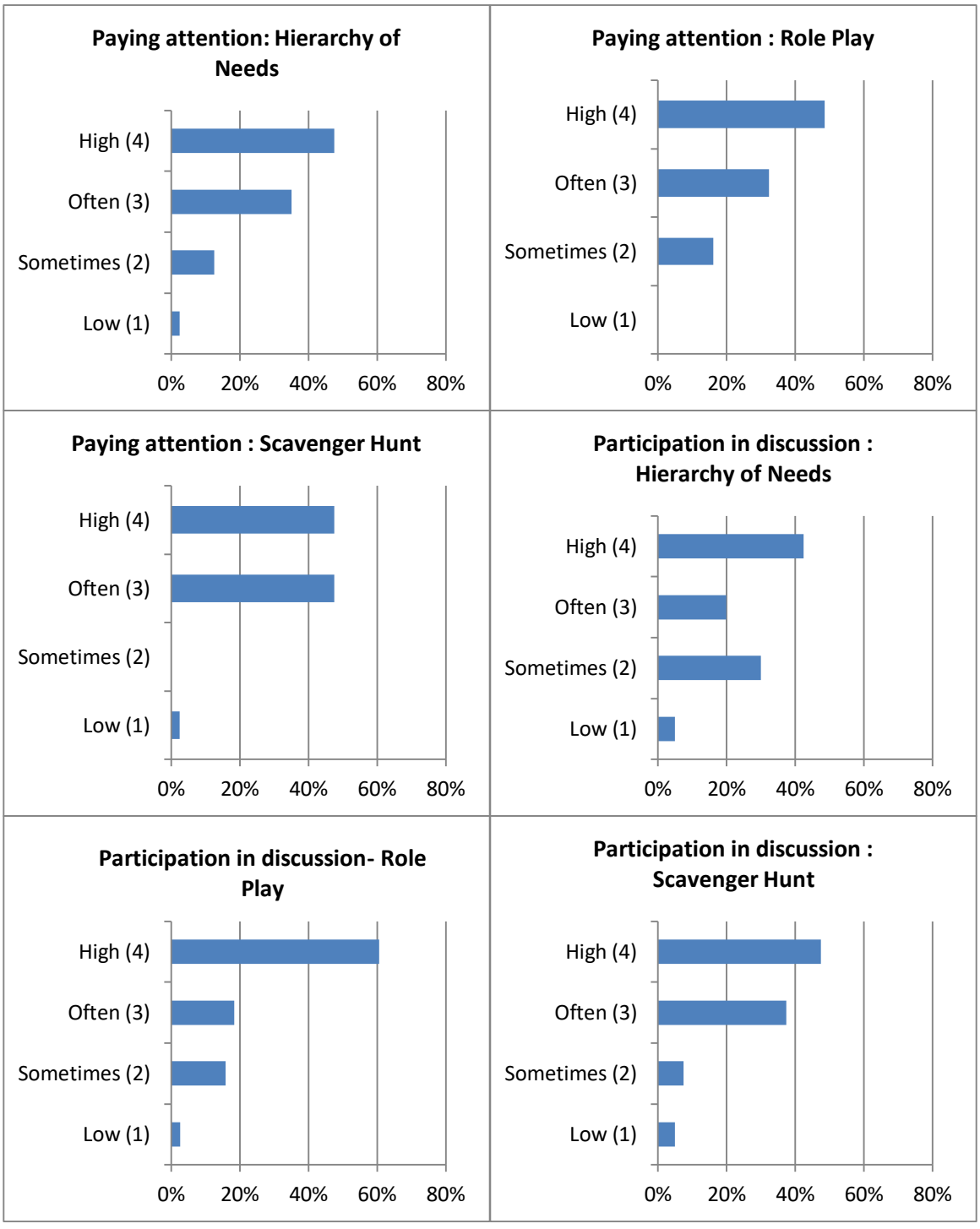
Calculated Risk-taking				
Age	**Gender**	**Education Level**	**Location**	**Things Learned**
18-22	Female	Undergraduate	Bulgan	Low risk possibility to gain
			Khentii	Risk
			UB	I learned how to calculate risk when making decisions
			UB	If risk is not calculated, it will be eaten like roller in fairy story
			UB	I learned to make decisions without doubt in tricky situations
	Male		UB	To determine the situation, to make decisions quickly and decide what can be skipped out

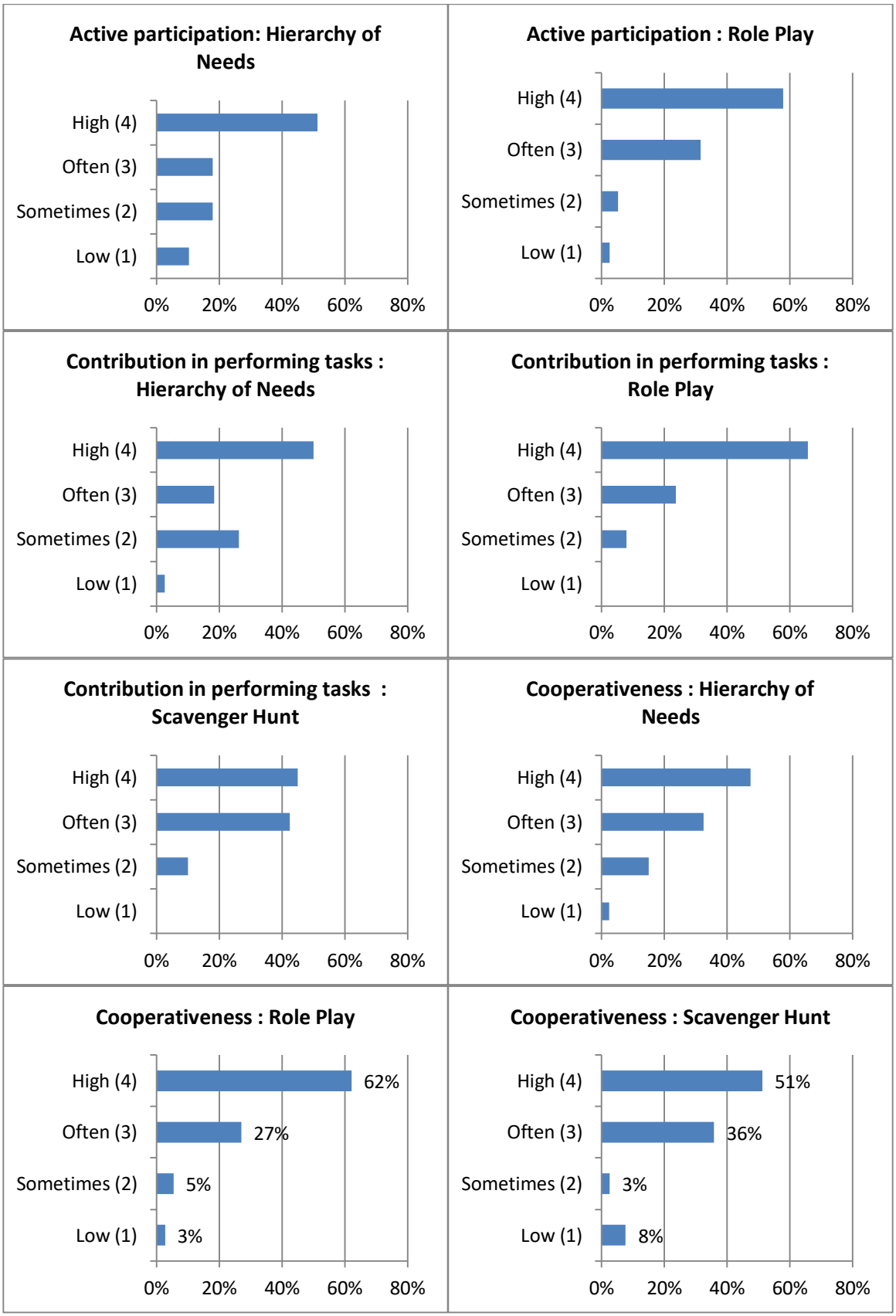
			UB	Not to seek to solve the problem in easy way but to find the better solutions taking the risks
			UB	Strengthened my knowledge on risk tolerance and calculated risk taking
			UB	Calculated risk taking is needed and it opens possibility of success
			Zavkhan	Calculating risk
23-26	Female	Undergraduate	Uvurkhangai	Working as a team, many risk can be identified that was not possible by working alone
		Postgraduate	UB	To analyze possibilities hidden behind risk and be brave
		Undergraduate	UB	To calculate risk quickly and make a decision
		Postgraduate	UB	Risk is inevitable
	Male	Undergraduate	UB	To be persistent
		Undergraduate	UB	Taking bigger risks leads to getting more experience
		High School	UB	More experience easier risk calculating (but it was not that good station)
		Postgraduate	Khentii	Team work
		Undergraduate	UB	Risk have many types, time and possibility
		Undergraduate	Khentii	I understood that risk is a possibility
		Undergraduate	Selenge	Calculated risk taking in decision making
		Postgraduate	UB	Do not be afraid of risk
		Postgraduate	UB	Calculation is a must
27-30	Female	Postgraduate	khuvsgul	There is a gift behind difficulties
		Vocational Educated	Selenge	It is worth taking risks rather than sitting in fear of risks and backwardness
		High School	UB	Calculated risk taking is the result of identifying possibilities
		Postgraduate	UB	Experience, not to have hysteria, calculate small gain
		Undergraduate	UB	Risk tolerance is not alike for everyone
	Male	Undergraduate	UB	Risk tolerance
		Undergraduate	UB	Need to calculate the risks from many sides
		Undergraduate	UB	Calculate risk and turn it to possibility
31-34	Female	Undergraduate	UB	I learned that it is no need to be afraid of risks as it leads to more experiences
		Vocational Educated	Bulgan	Sometimes it is good to have calculated risk taking if it is done properly
		Undergraduate	UB	Prevention
		Undergraduate	khuvsgul	I learnt calculating risk
		Postgraduate	Khentii	Need to overcome
		Undergraduate	UB	Risk is possibility
	Male	Undergraduate	UB	It needs to make right decision in shorter time
		Undergraduate	Selenge	Remember that there are possibilities behind risks
		Postgraduate	UB	I learned calculating risk

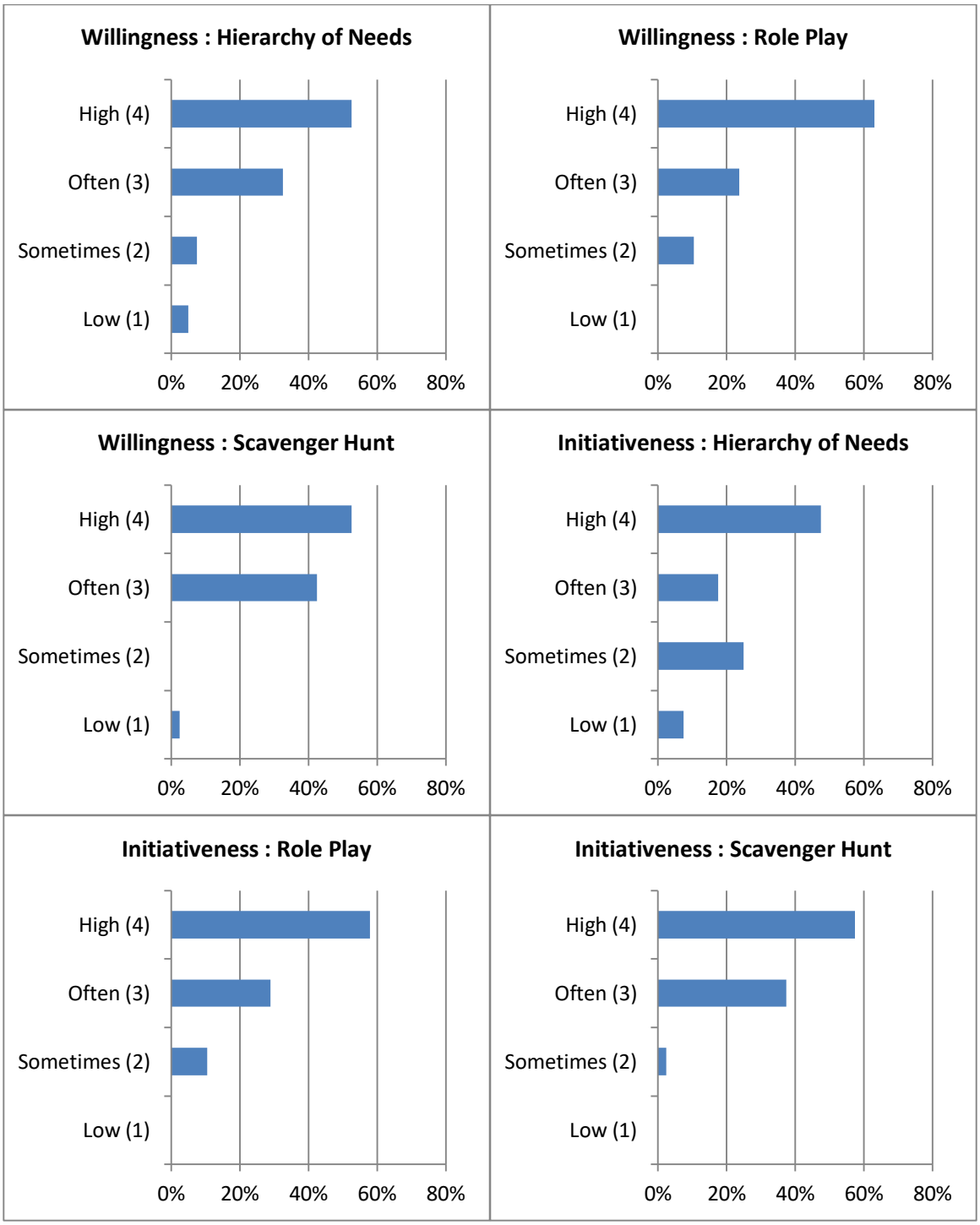
Creative Tendency				
Age	**Gender**	**Education Level**	**Location**	**Things Learned**
18-22	Female	Undergraduate	Bulgan	To review and think many things in a short time
			Khentii	Before action, it is good to think and calculate every possibility and discuss and share experiences among the team
			UB	Think outside the box
			UB	I learnt to think outside the box and be creative
			UB	Creative thinking and do things peacefully
	Male		UB	Need to analyse the situation before making a decision
			UB	Not to look at things from one angle but to think what else could be done
			UB	I have improved my skill in team work
			UB	To do something using a simple material/things
			UB	Team work environment bring many creative innovative ideas
			Zavkhan	Not to be bound in time limit
23-26	Female	Undergraduate	Uvurkhangai	To plan well before doing and build strong foundation
		Postgraduate	UB	It is very useful to be creative and happy from what you do. We made many items using readily available materials in a short amount of time
		Undergraduate	UB	To look at the things from many sides
		Postgraduate	UB	Team work increases creativity
	Male	Undergraduate	UB	To do things by small things
		Undergraduate	UB	It is enough to be creative for 20 minutes
		High School	UB	Nothing
		Postgraduate	Khentii	Team work
		Undergraduate	UB	There is no limit in imagination, it is important to make the dream to reality by the joint force of team
		Undergraduate	Khentii	I get sense of doing something using waste materials
		Undergraduate	Selenge	Think freely
		Postgraduate	UB	Thinking freely and team work
		Postgraduate	UB	Creativity and imagination
27-30	Female	Postgraduate	Khuvsgul	Speed needed
		Vocational Educated	Selenge	
		High School	UB	To do things withsimple materials and to test my creative ability
		Postgraduate	UB	To be creative (methods)
		Undergraduate	UB	Creativity
	Male	Undergraduate	UB	Think freely
		Undergraduate	UB	Creativity in every step
		Undergraduate	UB	To work as a team in a right way
31-34	Female	Undergraduate	UB	I learned how to make things in a creative way in a short time

		Vocational Educated	Bulgan	Team work
		Undergraduate	UB	To do something using simple material/things, working as a team in a short time, and distribution of tasks
		Undergraduate	Khuvsgul	Think outside the box
		Postgraduate	Khentii	Implement the idea straightly
		Undergraduate	UB	Doing something using simple things/materials gives courage
	Male	Undergraduate	UB	To look at things from different angles
		Undergraduate	Selenge	It was easy to look but difficult to do
		Postgraduate	UB	I did the simple thing in creative exercise

Appendix 10.7: Example of Engagement Evaluation: Need for Autonomy




Active participation: Hierarchy of Needs
High (4)
Often (3)
Sometimes (2)
Low (1)
0%
20%
40%
60%
80%
Active participation : Role Play
High (4)
Often (3)
Sometimes (2)
Low (1)
0%
20%
40%
60%
80%
Contribution in performing tasks : Hierarchy of Needs
High (4)
Often (3)
Sometimes (2)
Low (1)
0%
20%
40%
60%
80%
Contribution in performing tasks : Role Play
High (4)
Often (3)
Sometimes (2)
Low (1)
0%
20%
40%
60%
80%
Contribution in performing tasks : Scavenger Hunt
High (4)
Often (3)
Sometimes (2)
Low (1)
0%
20%
40%
60%
80%
Cooperativeness : Hierarchy of Needs
High (4)
Often (3)
Sometimes (2)
Low (1)
0%
20%
40%
60%
80%
Cooperativeness : Role Play
High (4)
62%
Often (3)
27%
Sometimes (2)
5%
Low (1)
3%
0%
20%
40%
60%
80%
Cooperativeness : Scavenger Hunt
High (4)
51%
Often (3)
36%
Sometimes (2)
3%
Low (1)
8%
0%
20%
40%
60%
80%

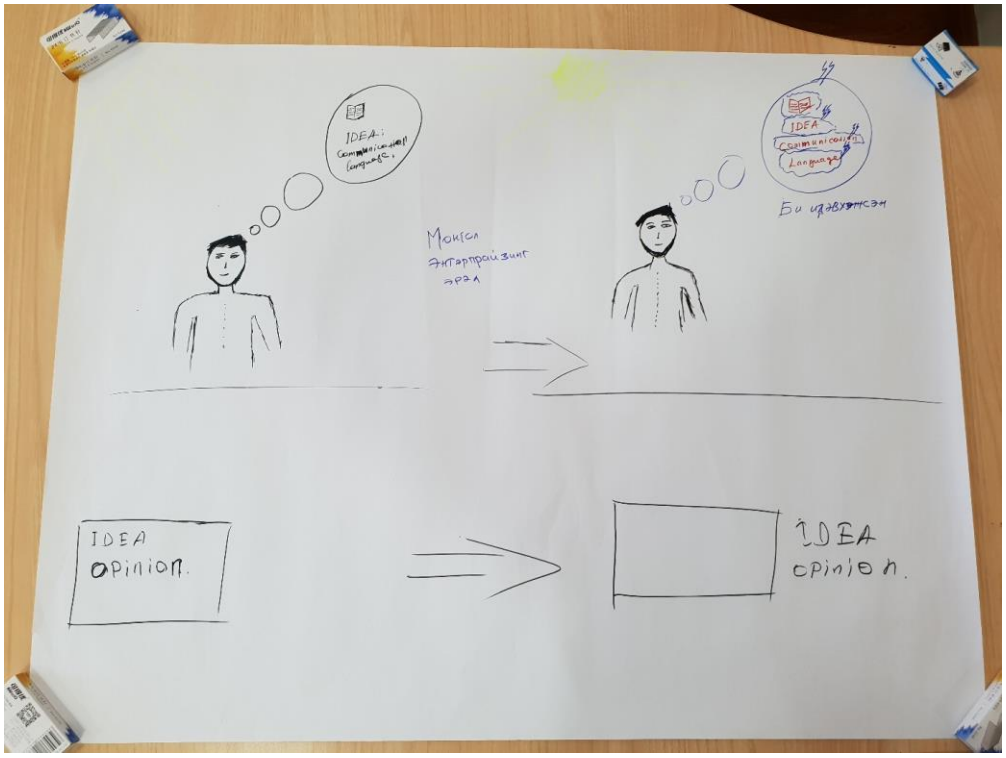

Willingness : Hierarchy of Needs
High (4)
Often (3)
Sometimes (2)
Low (1)
0%
20%
40%
60%
80%
Willingness : Role Play
High (4)
Often (3)
Sometimes (2)
Low (1)
0%
20%
40%
60%
80%
Willingness : Scavenger Hunt
High (4)
Often (3)
Sometimes (2)
Low (1)
0%
20%
40%
60%
80%
Initiativeness : Hierarchy of Needs
High (4)
Often (3)
Sometimes (2)
Low (1)
0%
20%
40%
60%
80%
Initiativeness : Role Play
High (4)
Often (3)
Sometimes (2)
Low (1)
0%
20%
40%
60%
80%
Initiativeness : Scavenger Hunt
High (4)
Often (3)
Sometimes (2)
Low (1)
0%
20%
40%
60%
80%

Appendix 10.8: Rich Pictures

Example 1:
Good evening everyone. The atmosphere for these 2 days was very hot. For me, before I participated in the event, my life cycle was one and the same, very boring. My goals or my to-do lists were so general and not specific. By participating in this event, I learned to have fun and I understood how to change those general and not specific goals into specific and clear while having fun. I feel that after today, my life cycle will change and become more free and out of the box. It is important to be 'WE' not 'I'. Thank you for all the people who organised this event. And when you go out, show the world what activated Mongolian youth can do! Thank you.

Picture not available.

Example 2:
Hello everyone, Sorry that my drawing sucks. But I came to the front to explain my idea. In my case, before MEA, I didn't know how to implement my idea or even if I will implement it or not. By participating in this workshop, by spending time with these people, I was very activated. And by meeting the experienced and experts, I found the answers on how to implement and to make it happen. I worked as a team and became one big community with many friends and talented youth. I loved it and It really activated me. Now that I think back, my thoughts and ideas were inside the box, and after these 2 days, I feel that I learned to think outside the box. Therefore, I believe that I was able to get outside the box.



Example 3:
Hello everyone, I see that we all have similar thoughts. And everyone here, understood this one thing. We have to shift from 'WE' to 'I'. We have to centre around 'WE' not 'I'. I tried to express my ideas by weighing-scale. I am weak and I have no power. And we can be the power together. We can be really powerful. As conclusion for the last 2 days, I realised that we can find the light.

Our team is ‘The Light Quest’. I believe that this event was an amazing investment for us which can never be valued by dollar or money. Finally, we have to become UNDERSTAND. Understanding someone never means being lower than someone but it means being higher. Be understanding and supportive with each other. I meant to deliver only this message.

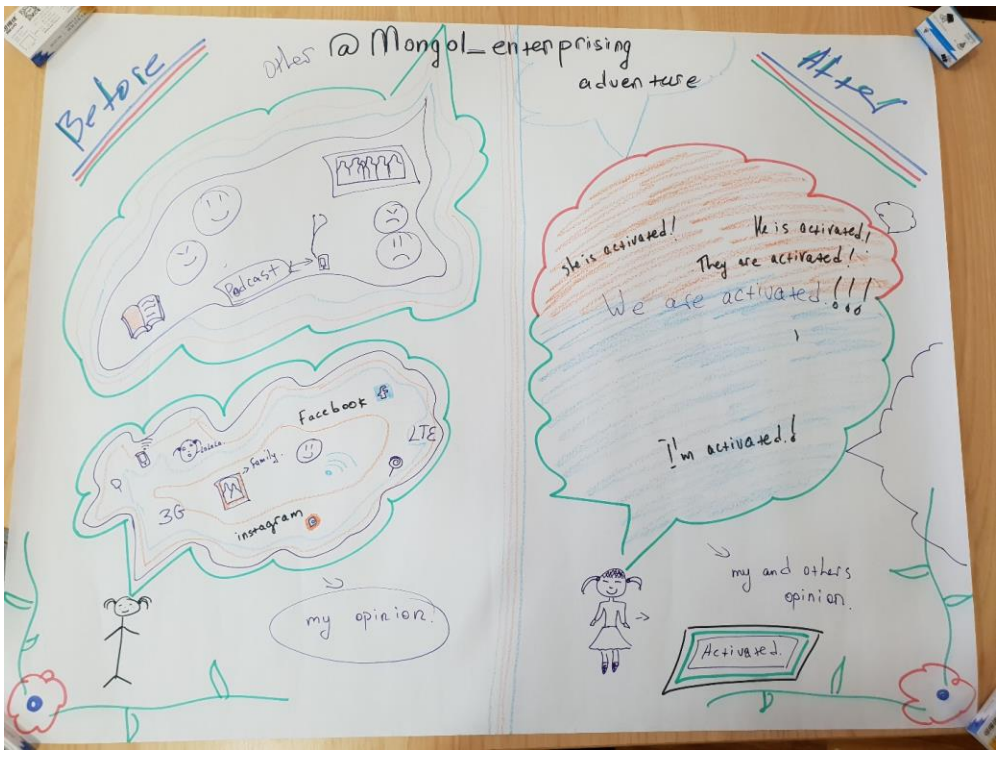
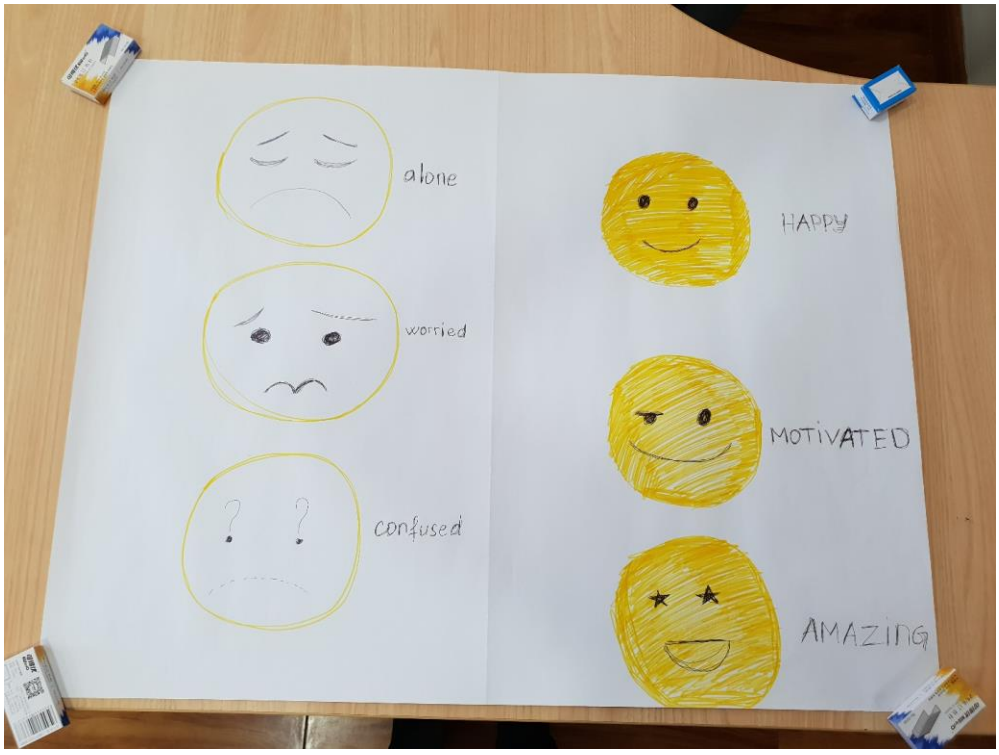
Example 4:
It’s not me but our volunteer who drew it. But she was able to express the message clearly and exact. This event was nice. The most important thing that I would like to say is that everything was great and share these amazing experience with the guys who didn’t and couldn’t attend. I hope that people from Ulaanbaatar, share it with the UB youth and participants from rural, share with rural youth and spread these feelings. And our volunteer drew it really well.

Picture not available.

Example 5:
I tried to express my one day. I am usually sleeping at 8 am. Even though I am starting a Start-up business, after getting up and doing my work in the morning, by lunch I feel so sleepy. After few meetings, by the time I get home, I am really exhausted. Usually I meet one or two people per day but during these 2 days, I met 10, 20 people per day. This was great experience for me. What I take home form this event is FUN. And I have one question: ‘What time are we meeting on tomorrow morning?’ … I don’t want to go home and if I could, I would stay for another day. Thank you.

Example 6:

What I gained from these 2 days is that same as the previous ones. I was also in regular circle and by participating in this event, I was able to expand my circle by joining a circle with others. By uniting the past and new circle, I believe everyone was able to create new big and united circle. This was the incredible outcome of the last two days. Thank you, the people who organised this event.



Example 7:
Before I joined this event, I was lonely. Now after meeting and networking with all these people, I was able to become HAPPY. Before I was also worried about goals and about how to continue my life. Now I am energized with motivation and determination to reach my goals.