

# ARMENIAN BUSINESS COALITION

## ENTREPRENEURIAL EDUCATION COURSE EFFICIENCY EVALUATION AND SOCIAL ENTERPRISE STUDY OPPORTUNITIES

---

*3/3/2019*

---

## CONTENT

ABBREVIATIONS .....	1
INTRODUCTION.....	<b>Error! Bookmark not defined.</b>
RESEARCH DRAFT.....	<b>Error! Bookmark not defined.</b>
OBJECTIVES AND GOALS OF THE RESEARCH .....	5
PART 1. FORMAL AND NON-FORMAL EDUCATIONAL PROGRAMS DRAFTING IN THE FRAMEWORK OF ENTREPRENEURIAL EDUCATION DEVELOPMENT .....	8
1.1 ENTREPRENEURIAL EDUCATION IN GENERAL SCHOOLS.....	8
1.2 ENTREPRENEURIAL EDUCATION IN PRELIMINARY PROFESSIONAL AND MIDDLE PROFESSIONAL EDUCATIONAL INSTITUTIONS .....	9
1.3 ENTREPRENEURIAL EDUCATION IN HIGHER EDUCATIONAL INSTITUTIONS.....	9
PART 2.THE CONTRIBUTION AND INFLUENCE OF "ENTREPRENEURIAL EDUCATION" SUBJECT IN THE SELECTED TARGET SCHOOLS .....	12
2.1 THE CONTRIBUTION AND INFLUENCE OF "ENTREPRENEURIAL EDUCATION" SUBJECT IN THE SELECTED TARGET SCHOOLS ACCORDING TO THE RESULTS OF INTERVIEWS WITH PRIMARY INFORMERS.....	12
2.2 TRAININGS AND METHODS APPLIED FOR "ENTREPRENEURIAL EDUCATION" SUBJECT	21
2.3 "ENTREPRENEURIAL EDUCATION" COURSE INFLUENCE IN SELECTED SCHOOLS ACCORDING TO THE RESULTS OF THE PUPILS' SURVEY .....	26
PART 3: "SOCIAL ENTERPRISE" COMPONENT INTEGRATION WITHIN THE "ENTREPRENEURIAL EDUCATION" COURSE .....	31
3.1 INCLUSION OF "SOCIAL ENTERPRISE" IN THE METHODOLOGICAL MATERIALS OF "ENTREPRENEURIAL EDUCATION" COURSE .....	31
3.2 AWARENESS ABOUT "SOCIAL ENTERPRISE" AMONG PUPILS AND TEACHERS .....	36
CONCLUSIONS.....	<b>Error! Bookmark not defined.</b>

## ABBREVIATIONS

GICA	German International Cooperation Agency
AUA	American University of Armenia
RA	Republic of Armenia
EE	Entrepreneurial education
PET	Professional education and training
PSVE	Primary professional (vocational) and secondary vocational education
SE	Social enterprise
SME	Small and Medium Entrepreneurship
SMENDC	Small and Medium Entrepreneurship National Development Center

## INTRUDUCTION

The need for the development of entrepreneurial education in Armenia is substantiated by the RA Strategic Plan for Long-Term Development in the period between 2014-2025, by the Appendix to the Protocol Decision N 47 of November 13, 2014 of the RA National Strategy on Financial Education, as well as by the Appendix to Decision # 44 of the Government of the Republic of Armenia of October 1, 2015, by Articles 44 and 45 on "Strategy for Small and Medium Entrepreneurship Development for 2016-2018".

In 2017, a number of Armenian general education schools introduced the "Entrepreneurial Education" subject, which was aimed at promoting entrepreneurial knowledge, skills and abilities of graduates of Armenian educational institutions. Integrated entrepreneurship education is planned to be implemented in the general education system during 4 years, in the period between 2017-2020, in the 2-4th grades of elementary schools as an integral component of "Technology" subject, in the 5-7th grades of basic schools as an integral component of "Technology " or other subject, in the 10th grade of the high school, as a theoretical and in the 11th grade as a practical component. The training is being implemented by the joint efforts of the Ministry of Education and Science of Armenia and by the " Armenian Junior Achievements " social organization.

From September 2018, the integration of Entrepreneurial education Component in the "Technology" subject was introduced in the 2nd and 3rd grades of all schools of the republic, and the pilot project on introduction of Entrepreneurial Education was put into practice in the 10th and 11th grades of about 200 educational institutions implementing general education programs in 2017-2018 academic year. Starting from the 2018-2019 academic year, the Entrepreneurial Education contribution to the high school, as a guaranteed subject, is implemented by the decision of the Pedagogical Board of the school at the expense of the school component. For the purpose of implementing the pilot project, the "Armenian Junior Achievements" NGO developed and authored teachers' instructional, methodological and auxiliary materials, trained 1356 teachers from 1247 primary schools. The program was tested in 2017-2018 by the teachers in the 1, 2 and 3 grades of these schools. In general, the amount comprised 62,900 pupils.

Within the frameworks of the European Union-funded and "Constructive Dialogue Commitment" project, administered by the Armenian Association of Lawyers, the Armenian Business Coalition is implementing a sub-grant program "New strategy for effective development of SME sector in Armenia", under which, among other activities, an assessment of the effectiveness of the introduction of the "Entrepreneurial Education" course in general education schools and the study of the opportunities for social entrepreneurship education in three selected target cities - Yerevan, Gyumri and Gavar were also implemented. The research consisted of two components. The primary objective of the first component was to study how effectively a Entrepreneurial education course is being conducted in selected schools. The second component examines the extent to which a Entrepreneurial education course addresses social entrepreneurship and how the social entrepreneurship course material is implemented in the school education system.

The information needed to identify research problems has been obtained in combination with qualitative and quantitative methods. Within the framework of the survey, a draft of educational programs for the development of entrepreneurial education in Armenia and a successful case study within this framework have been implemented. The method of class-auditions was used as a means of the realization of the research, alongside with the survey of pupils involved in the entrepreneurial education course. In order to evaluate the influence of the course, survey of the test group was also carried out, after which the results of impact and control groups were compared by means of statistic tests. 11 focus group discussions were also held with the parents of pupils involved in the "Entrepreneurial Education" course, as well as in-depth interviews were conducted with primary informants, including selected school principals, entrepreneurial education teachers and regional representatives of "Armenian Junior Achievements" NGO. Within the framework of the second component of the survey, a qualitative analysis of documentation was carried out, which contained textbooks and methodological manuals as part of entrepreneurship training.

## RESEARCH DRAFT

### Components of the research:

The research consists of two components:

- Component 1st: "Assessment of the Implementation of Entrepreneurial Education Training Course"
- Component 2nd: "An opportunity to invest in social entrepreneurship"

### Applied methods

Qualitative and quantitative methods were used within the framework of the study.

- Drafting of formal educational programs implemented within the framework of entrepreneurial education development;
- Auditioning of the " Entrepreneurial Education " course;
- Survey among schoolchildren for control and influential groups;
- In-depth interviews with teachers conducting the training;
- In-depth interviews with selected school principals;
- In-depth interviews with regional representatives of "Armenian Junior Achievements" NGO;
- Focus groups with parents of pupils involved in Entrepreneurial Education;
- Qualitative Analysis of Documents.

### Geography of the research

The survey was conducted in three cities of Armenia:

- Yerevan
- Gyumri
- Gavar

### Selected schools

The following schools were selected for the research:

City	Primary school	High school
Yerevan	<ul style="list-style-type: none"> <li>▪ Yerevan primary school no.27</li> <li>▪ Yerevan primary school no.100</li> </ul>	<ul style="list-style-type: none"> <li>▪ Yerevan high school no. 105</li> <li>▪ Yerevan school no. 148 after M. Galshoyan</li> </ul>
Gyumri	<ul style="list-style-type: none"> <li>▪ Gyumri primary school no.9</li> <li>▪ Gyumri primary school no.30</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gyumri high school no.1</li> <li>▪ Gyumri high school no.26</li> </ul>
Gavar	<ul style="list-style-type: none"> <li>▪ Gavar primary school no.4 after A. Isahakyan.</li> <li>▪ Gavar no. 1 primary school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gavar high school</li> </ul>

## METHODOLOGY OF RESEARCH IMPLEMENTATION

### OBJECTIVES AND GOALS OF THE RESEARCH

**The purposes of the research are the following:**

- 1) to study the scale of efficiency the entrepreneurial education course in selected schools;
- 2) to explore the extent to which the entrepreneurial education course affects social entrepreneurship.

The goals of the research are the following:

1. To draft formal education programs aimed at developing three levels of education: general, secondary, vocational and higher education.
2. **To find out the impact of the teaching the subject of "entrepreneurial education":**
  - To find out the impact of the "entrepreneurial education" subject in the context of the pupils' knowledge and skills development;
  - To find out the impact of the "entrepreneurial education" subject in the context of changes of pupils' attitudes toward entrepreneurship;
  - To find out the impact of the "entrepreneurial education" subject in the context of pupils' involvement in entrepreneurship activity.
3. **The evaluation of the course contribution efficiency:**
  - To find out how effective the course is in selected schools;
  - To find out which methods are most effective for training;
  - To find out the parents' attitude towards the course whose children are involved in it.
4. **The possibility of implementation of "Social Entrepreneurship" subject:**
  - To find out how the implementation of "Entrepreneurial education" subject influences Social Entrepreneurship.

## THE METHODS AND CHOICES OF THE RESEARCH

Taking into account the objectives of the research and the problems facing the research and the issues being studied, the research methods of transgulation was carried out (information about the object being explored using a number of methods), both qualitative and quantitative.

Within the framework of the first component of the survey, the "Efficiency Assessment of Entrepreneurial education Course" was carried out in the classroom of "Entrepreneurial education" discipline, among the students attending the class, using the principle of impact group and comparison group, focus group discussions among parents of pupils involved in the course, and in-depth interviews with primary informants. The drafting of educational programs implemented in the country over the past five years has also been implemented aimed at developing entrepreneurial education at three levels of education: general education, vocational education and higher education.

The methods used in the survey are described in more details below:

**The drafting of programs aimed at "Entrepreneurial education".** Over the last several years, formal and non-formal education programs have been gaining turnover in schools, primary and secondary vocational and higher education institutions. Taking this into consideration, the drafting of formal education programs for the development of entrepreneurial education has been implemented at three levels: general education, primary and secondary vocational and higher education. Information on the implemented programs was collected through information inquiry and official correspondence. Requests for information were submitted to the Ministry of Education and Science, RA public and private HEIs, secondary vocational educational institutions, non-governmental organizations operating in the field and international donor organizations.

**Auditions of "Entrepreneurial education" subject.** Auditions conducted within the framework of the "Entrepreneurial Education" course describe the process of actual transfer of knowledge, capabilities and skills of the enterprise, thus enabling them to identify all the methods and tools that are most effective and functional. The sessions were conducted in all 11 schools included in the survey, involving one study hour of "Entrepreneurial Education" course for each class. Classes were implemented using the monitoring card. The monitoring card has been compiled by a trainee with a free content, which means that the trainee has described the process of the lesson according to proposed components and questions of the monitoring. The full version of the audition of the lesson has been conducted by the professional.

**Focus group discussion with parents of pupils involved in the "Entrepreneurial education" course.** Within the framework of the survey focus group discussions with the parents of pupils involved in the "Entrepreneurial education" course were conducted. 11 group discussions with parents of pupils involved in entrepreneurial education, 1 discussion per each selected school accordingly. Each focus group consisted of parents of pupils representing the same age group, that is, in the case of a single focus group, the parents of pupils from the 2nd and 3rd grades



were enrolled, in the other case - those of the 10th and 11th grades. On the average, every focus group has 8 participant parents. Focus groups include parents of various occupation: employed, economically inactive, unemployed. Focus group discussions were conducted on a pre-elaborated guideline.

**In-depth interviews with primary informants.** In-depth interviews with teachers, school principals and regional representatives of "Armenian Junior Achievements" NGO were conducted. In the case of this method, the source of information were not the "service recipients" but the service providers. In general, such interviews were conducted with the directors of all selected targeted schools, one EE teacher in each school, and three regional representatives of the "Armenian Junior Achievements" NGO. The in-depth interviews were based on a pre-elaborated guideline.

**Survey of pupils studying EE.** In order to evaluate the impact of the "Entrepreneurial education" subject, a survey of pupils of the 10th and 11th grades has been conducted within the framework of which the pupils independently completed the questionnaire. The method of comparing the impact group and the control group has been applied. A control group has been formed, which included the same grade students from similar schools who did not attend "Entrepreneurial education" course.

The survey choice is widespread, including all students of the 10th and 11th grades involved in entrepreneurship education in selected schools. The impact group and the control group included an equal number of pupils, maintaining the same gender distribution in both groups. Overall, 110 students were included in the impact and control groups, 43% of respondents were male and 57% were female.

A semi-format questionnaire was used for the survey including open, closed and semi-open questions. The questionnaire of the control group was different from the questionnaire of the impact group, but the main issues and areas were the same for both groups. The questionnaire included questions that were clearly formulated so that it would not be difficult for the 10-11th grade pupils to answer them. The process of completing the questionnaires was monitored by co-ordinators who clarified the questionnaires in case the pupils faced problems filling them in and checked the completeness of the questionnaires.

To evaluate the impact of teaching the subject of entrepreneurial education, the categories/components have been highlighted, around which the assessment of the impact has been built. It is assumed that the introduction of entrepreneurship education has had effects on three levels: cognitive (knowledge, skills and abilities), affective (attitudes, orientation towards entrepreneurial activity) and behavioral (changes that contributed to the pupils' own decision to be engaged in the entrepreneurial activity). These components are part of the operational scheme of the "entrepreneurial education" course impact.

As a part of the second component of the survey, that is the "The possibility of Social Entrepreneurship implementation" a qualitative content analysis was conducted, within the framework of the textbooks designed for the "Entrepreneurship Education" course, as well as of the integrated sections in the text-books of other subjects and methodological manuals regarding the course. The answers to a number of issues under this component were obtained through the methods used within the first component.

## **PART 1. DRAFTING OF FORMAL AND NON-FORMAL EDUCATIONAL PROGRAMS WITHIN THE DEVELOPMENT OF ENTREPRENEURIAL EDUCATION**

### **1.1 ENTREPRENEURIAL EDUCATION IN SECONDARY SCHOOLS**

Highlighting the pivotal and crucial role of entrepreneurial education in the development of small and medium enterprises, the introduction of "entrepreneurial education" has begun in Armenia since 2017 in public schools. In the 2018-2019 academic year, the subject was introduced in the 2nd and 3rd grades of all general education institutions within the frameworks of "Technology" as an integrated component of entrepreneurial elements. An experimental program on introducing Entrepreneurial Education was implemented in the 10th and 11th grades of nearly 200 educational institutions, carrying out general education, in the 2017-2018 academic year. Starting from the 2018-2019 academic year, the contribution of Entrepreneurial Education to the high school as a guaranteed subject is implemented by the decision of the school's Pedagogical Council at the expense of the school component. The integration of the subject of "entrepreneurial education" in the field of general education is implemented by the Ministry of Education and Science of Armenia and "Armenian Junior Achievements" NGO. The latter has been implementing entrepreneurial and financial education programs in the Republic of Armenia since 1992 (1500 teachers have been trained, more than 2000 students participated in the above mentioned programs). The main goal of the "Entrepreneurial Education" course is to provide pupils with the necessary knowledge and skills in business, as well as to form certain beliefs, confidence, values and attitude towards entrepreneurship. The training is interactive, relying on the benefits of pupil-centered learning.

Integrated entrepreneurship education is envisaged to be implemented in the general education system within 4 years (from September 2017 to September 2020) - in the 2nd and 4th grades of elementary school as an integral component of "Technology" subject, in the 5-7th grades of basic school as integrating component "Technology" or other subject, in the 10th grade of high school, as theoretical, in the 11th grade, as practical components. Integrated and core material complement each other, forming a complete unity, without failing the purpose of the lesson.

Before the implementation of EE training, entrepreneurship and financial education programs were carried out by schools in the form of an additional education but not necessarily a component, and only after 2017, this subject was introduced as a compulsory component in a number of general education schools. For the purpose of implementing the pilot project, the "Armenian Junior Achievements" organization developed and authored teachers' instructional, methodological and auxiliary materials, trained 1356 teachers from 1247 primary schools. By 2017-2018, the same program was tested by those teachers in 1, 2 and 3 grades of these schools, involving in general, around 62,900 students.

## **1.2 ENTREPRENEURIAL EDUCATION IN PRIMARY VOCATIONAL AND SECONDARY VOCATIONAL EDUCATIONAL INSTITUTIONS**

The state educational standards for primary vocational and secondary vocational education include two modules dealing with entrepreneurial education. They are: "Organization of activities of a firm and its separate subdivisions" and "The economics and management of the organization ". Starting from 2016, the National Centre for VET Development together with the SME Development National Centre (SME DNC) and the German International Cooperation Agency (GICA) have initiated the elaboration module and the development of a modular program. The module is included in the state educational VET standards, 31 of which being elaborated and revised in 2017 and 24 being elaborated in 2018.

The Ministry of Education and Science of the Republic of Armenia has assigned VET educational institutions to incorporate the "Entrepreneurship" module into the existing curricula of professions and qualifications taught in educational institutions by June 1, 2018. 3 joint manuals have been elaborated in 2017 for training of the trainers, tutors and learners of the module. The Training of Trainers of the "Entrepreneur Skills Development" modules was implemented in 2017. Specialists from 26 training institutions have been trained. In 2018 The VET Development National Center has organized training courses on Teaching Entrepreneurship. 5 of the trainings were organized in regions, 4 in Yerevan. About 200 teachers have been trained.

The draft decision of the Government of the Republic of Armenia "On Approving the Strategy of primary vocational and secondary vocational education and training in the Republic of Armenia for 2018-2022 and the Timetable of its Implementation" is at the stage of development. This strategy particularly emphasizes the strategic importance of entrepreneurial human capital for the development of Armenia's economy, and promotes youth employment and entrepreneurship, as well as pilot integration of entrepreneurial learning into national curricula and teacher training that are reflected in the following activities in the VET strategy:

- Development and introduction of entrepreneurship module in the PSVE educational standards;
- Development and testing of educational-methodological materials and manuals aimed at developing entrepreneurial capacity in the PSVE sector;
- Training of PSVE trainers and managers with the Entrepreneurship Module.

## **1.3 ENTREPRENEURIAL EDUCATION AT HIGHER EDUCATIONAL INSTITUTIONS**

The programs implemented by RA state and non-state HEIs to develop entrepreneurial education are presented below:

The American University of Armenia (AUA) is implementing the "Entrepreneurial Administration" program, which is a one-half-year program. It explores the theoretical foundations of social entrepreneurship, the common problems. The AUA also carries out a 15-week "Entrepreneurship and Innovation" course for 3rd year Bachelor's students, with the

Center for Access and Innovative Technologies (EPIC) implemented by the EPIC Incubator program. It is a twelve-week idea-launching incubation program that helps early-stage teams develop ideas and build up a business model. Within the framework of the project, the member teams learn the basics of lean operations and receive guidance and mentoring from experienced entrepreneurs, as well as professional advice from various business professionals.

In the framework of the EU ERASMUS + program, Innovative Capabilities and Innovative Skills Development (InnoCENS) program is being implemented in the National Polytechnic University of Armenia (NPUA) and the Armenian National University of Architecture and Construction (ANUAC), aimed at promoting students' innovative capabilities and entrepreneurial skills development and facilitate university-production cooperation and commercialization of innovative ideas. The program coordinator is the Royal Institute of Technology of Stockholm, with 19 partner organizations from 7 countries. Within the framework of the project, the "Innovation and Entrepreneurship Support Center" was opened in May 2018, which aims to serve as a platform for entrepreneurship training, start-up teams, competitions and meetings. At stages of the development are "Innovation Systems" and "Entrepreneurship for Engineers" courses.

There is a department of the organization of Microeconomics and Entrepreneurship at the Armenian State University of Economics, which carries out "Enterprise Economics and Management" Bachelor's program, "Enterprise activity" and "Enterprise Economics" Master's Degree program, "Business Organization" Master's Program, in the framework of which operates "Business Valuation" educational program, and the Finance Chair of the Finance Department carries out the "Corporate Finance" Master's degree educational program. The purpose of these educational programs is to train high-quality professionals in the sphere of the organization of commercial enterprises. The duration of the Bachelor's degree in the current system is 4 years, in the correspondence education system - 5 years. As for the Master's degree, the duration of the education within the current system is 2 years and the duration of the correspondence educational program is 2.5 years.

At the National Agricultural University of Armenia, a number of subjects are taught in the framework of formal education programs of the University, which are aimed at forming entrepreneurial thinking and tactics in students, forming entrepreneurial skills, in particular, various business themes are included within the framework of "Agricultural Economy", "Organization and Management of Farming", "Management of Agrifood System Organizations", "Entrepreneurial Activity" subjects. In the German programs of Agrarian University's Agro Business Higher School (ATC) and Agrarian Management, a number of subjects related to entrepreneurship are taught in the Master's Degree courses, particularly in "Business Entrepreneurship", "Enterprise Analysis and Management", "Enterprise Planning", "Project Planning and Assessment" and "Enterprise Consulting".

As part of the Bachelor's Educational Program at all the faculties of Yerevan State University, the 4th Spring Semester provides students with the "Business Basics" course. The curriculum of YSU Faculty of Economics and Management includes the following courses directly related to entrepreneurial education: "Business Organization and Management", "Innovation Management", "Technology Entrepreneurship", "Risk and Entrepreneurial Activity". YSU also has a center for entrepreneurship development, which carries out various projects, assisting students in innovative and entrepreneurial initiatives and promoting their respective capacities. The center has also implemented social entrepreneurship activities.

Starting from 2017 the European Union's "Erasmus + SMART" project is being implemented in Gavar State University and Yerevan University of Linguistics and Sociological Sciences after V. Bryusov, which is aimed at improving entrepreneurial education in universities. The purpose of SMART program is to develop entrepreneurial skills among students and support them in implementing innovative ideas and building productive partnerships between entrepreneurial firms and universities. The total duration of the project is three years (2017-2020) and it is implemented in three cities of Armenia - Yerevan, Dilijan and Gavar. The project is expected to create 7 Smart Cafes (SMART Caffes (SCs)) and their network, to develop at least 4 new courses for learners in universities and at least 8 new non-formal training courses for SME students, to create SMART\_CHANNEL - a multifunctional IT platform, to train the relevant staff and students, to organize training courses, to organize Running EaPC competition and annual regional conference, to elaborate and implement tools that will enable future youth to direct entrepreneurial activities.

The Department of Economics and Management of the Armenian State Pedagogical University is implementing the "Technology and Enterprise" curricula for Bachelor's and Master's degree courses built on the professional subjects of economic sector. Shirak State University after M. Nalbandyan and IAB International Business Academy are carrying out the "Youth Development Program" within the framework of the development of entrepreneurial education, the purpose of which is to elaborate entrepreneurial skills of young people aged 18-30, directing them towards conscious and economically productive employment. The project duration is 3 years and it is implemented in Shirak region.

The RA Government Public Administration Academy carries out two year-long training in Business Administration (MBA) curriculum in the current curriculum system. Apart from the Business Administration MBA program, the Academy of Public Administration of the Republic of Armenia jointly with the RA National Academy of Sciences carries out a 2,5 year long educational program with correspondence learning.

The "Entrepreneurial Law" course is being implemented by the University of Gladzor, Yerevan, aimed at examining the legal provisions and procedures for entrepreneurial and commercial activities.

## **PART 2. THE CONTRIBUTION AND IMPACT OF "ENTREPRENEURIAL EDUCATION" SUBJECT IN THE SELECTED TARGET SCHOOLS**

### **2.1 THE CONTRIBUTION AND IMPACT OF "BUSINESS EDUCATION" SUBJECT IN THE SELECTED TARGET SCHOOLS ACCORDING TO THE RESULTS OF THE INTERVIEWS WITH PRIMARY INFORMERS**

For the purpose of evaluating the impact of entrepreneurial education, focus group discussions were conducted with parents of pupils studying the subject, in-depth interviews were carried out with teachers and school principals, as well as a survey was conducted among the pupils, the results of which are presented in the next subsection.

According to the results of focus group discussions with parents of pupils involved in entrepreneurial education, the parents of pupils of the 2nd and 3rd grades involved in the "entrepreneurial education" course have a positive attitude towards the the" course and emphasize the importance of learning this subject. Parents have identified several areas where the course has a positive impact. Particularly, they point out that the subject helps students to "make the right attitude toward money" and helps them understand the "value of money." On the other hand, parents also point out that children have become more savvy, trying to spend more on their target, to calculate their expenses and accumulate some money for further shopping. According to the parents, after the course, the pupils are trying to calculate how much they have spent to prepare the subject and what result they have achieved.

**"Before the implementation of this subject I thought how to form a correct attitude towards money, so that my child wouldn't continuously say that he/she wants this or that and would understand the difficulty of earning it".**

Parent of 2-3 grade pupil, focus group discussion

**"I'm glad, somehow, that my son is eager to "provide service", to work, to strive and only then to earn money. Anyway, my child learns to create his income by his own work".**

Parent of 2-3 grade pupil, focus group discussion

**"I'm surprised at how my daughter has become so thrifty. I give her 100 drams every day so that she can buy a bun, to eat at the canteen. The bun costs 80 drams and she collects the remaining 20 drams. I don't know what kind of a psychology she follows that she thinks of having saved money".**

Parent of 2-3 grade pupil, focus group discussion

The next positive aspect, which the parents mention concerning the course, relates to the choice of the future profession, as after the course, pupils begin to think about their future profession and try to get better acquainted with the profession. According to parents, many of them want to become entrepreneurs or have their own business in the future. Pupils are interested in different businesses, trying to understand how these businesses are functioning (for example, a hairdressing salon, a shop), and some parents also point out that the pupils began to "advise parents on family budget planning".

**"This subject can help the children in choosing their future profession. They already start thinking in this direction, discuss options".**

Parent of 2-3 grade pupil, focus group discussion

**"The efficiency of this subject is overwhelming. It has been already several months since they study it and they have already started thinking differently, at this age they already are thinking about their future profession, calculate the benefits and damages. They already know that prior to having money, one should work, earn and then save".**

Parent of 2-3 grade pupil, focus group discussion

Parents of high school pupils also positively evaluated the subject teaching at schools and mentioned that pupils are learning with interest. At the same time, they pointed to a number of factors in which the subject had a positive effect, in particular, they noted that the course helps pupils with the future profession orientation, and students began to spend more money and began to better understand business risks and the positive aspects.

**"It helps more with the choice of future profession, they think about working, and if previously they didn't think of Entrepreneurial risks of business, then they are informed of these risks. The children have become more thrifty, broad-minded".**

Parent of a high school pupil, focus group discussion

According to parents of the 2-3 grade pupils, they are interested in the course and study with enthusiasm. Parents have pointed out that all the themes taught in the framework of the subject have been well-understood, accessible and interesting to the pupils. Generally speaking, parents have appreciated the effectiveness of the training, at the same time emphasizing that the training does not cause additional load for pupils.

The subject is not loadsome and as a novelty, it is interesting because it is about people's everyday life and lifestyle. The material is quite affordable, the children understand it very quickly. We do not have a negative side or we have not noticed yet. The most important thing is that they do not have homework at home, at technology hour everything is done in the classroom. Learning a home-based class would have additional anxiety for the child. Each item that is freely available is easier to use by the child

**"The subject is not loathsome and, as a novelty, it is interesting, because it's about people's everyday life and lifestyle. The material is quite affordable, the child understands it very quickly. It doesn't possess any negative side or we haven't noticed one. The most important thing is that they don't have home assignments, everything is done in the classroom at Technology hour. Learning a subject with obligatory home tasks would have been an additional anxiety for the child. Each material is easier for the pupil to learn if it is delivered in a free form".**

Parent of 2-3 grade pupil, focus group discussion

**"Any subject, any material that educates some kind of a culture inside a child is univocally welcome. This subject teaches the culture of conducting financial affairs, the culture of building and maintaining the right lifestyle. The child should at least have the minimum knowledge at this age, so this subject is really necessary for the children to be fully developed".**

**Parent of 2-3 grade pupil, focus group discussion**

However, some parents of the 2-3 grade pupils have expressed some concerns about the contribution of the subject. Parents in particular point out that the subject is still too early for the 2nd and 3rd classes because children of that age are not yet ready to grasp the idea of entrepreneurship. They offered to teach the subject from the 7th grade.

**"I accepted very positively the news that children would study entrepreneurship, but I think it's too early for the 3rd grade. I think they are not yet ready for an entrepreneurial idea. They are thinking of creating something and getting huge income, they think about making big money ...»**

Parent of 2-3 grade pupil, focus group discussion

The other concerns of parents are related to the fact that the pupils have to sell their items. Some parents have negative attitude towards pupils being involved in the "sale" process. Parents have particularly mentioned that they would prefer the pupils to donate their items instead of selling them.

**"I have forbidden my child to sell anything. If it is a company, that will take the item from him and sell it, then I agree. But I will restrict my child in the issues concerning sales"**

Parent of 2-3 grade pupil, focus group discussion

**"It is positive because the child understands the value of money, but from this age a child should not think of earning a living, he should learn, and that's bad. It's good that they are creating, but it's bad that they have to sell, I'm against making money".**

Parent of 2-3 grade pupil, focus group discussion

Both, parents of the 2nd and the 3rd grade pupils mainly spoke for the extension of the course, but at the same time they noted that it would be desirable for this subject not to add more additional load to the pupils, in particular not to have homework. As part of the expansion of the "Entrepreneurial Education" course parents have suggested to invest it in the subjects of mathematics, technology and social science. According to the parents, teachers of technology, mathematics, social sciences or natural sciences can be involved in this process. Parents also emphasized the importance of didactic materials,



as well as offered to use more games, pictures, animations, making the material of the course easier to absorb for the pupils.

**"It would be desirable if there were not large volumes of material, no extra load on the child. The quantity of hours should be designed in such a way that the child would be able to fully master the subject, the teacher would get the desired result, and in that case, I think it is a little less than 1 or 2 hours per week".**

Parent of 2-3 grade pupil, focus group discussion

Parents of high school pupils also emphasized that the students' load is high and that new subjects may not be effective if they are implemented. When introducing new topics, parents have suggested to implement them through interactive, gaming methods, without homework, by presenting new material as much as possible during the lesson.

According to the results of in-depth interviews with teachers and school principals, the attitude of the pupils towards this course was positive. Parents also had a positive attitude, although some parents had some fears about the subject matter. Regional representatives of "Armenia's Youth Achievements" NGO also noted that some parents had concerns about the fact that pupils would "earn money" within the framework of the course but later their attitude changed to positive. According to the results of in-depth interviews, the pupils are excited and interested in the course. According to the teachers this course help the pupils generate business ideas in the future and implement them, as well as help pupils to choose the future profession. Teachers also point out that those with less progress in learning are also interested in this subject, which has generally increased their enrollment in the educational process. According to the teachers all the pupils are actively involved in the activities, regardless of their progress and thanks to the course, a positive attitude towards education is formed among the them. Pupils are more interested in topics such as commodity creation, business ideas and savings, while at the same time pupils find it more difficult to study topics such as "offer and demand", "business idea, business plan".

**"Children are involved in the studying process with great enthusiasm and activity. They work with plastilin. All topics and lessons are auditioned with interest, there is no difficult topic or topic they do not like. In any case, we think that the theme of "Business Idea" is complicated for children of this age, making a business plan is not yet available".**

**In-depth interview with a primary school teacher of EE subject**

**"Often talking to the parents, I have heard that they are also study the material together with their children and gained more knowledge, and when the children speak, I feel how interested and knowledgeable they have become".**

**In-depth interview with a primary school teacher of EE subject**

**"The most important thing is that the formation of a personality in a child creates a sense of collectivism within this subject. They get theoretical knowledge that they need in everyday life. For example, my pupils have become very demanding in many situations - at the bank, in the store, etc. - they feel more protected as citizens of our country".**

**In-depth interview with a primary school teacher of EE subject**

The effectiveness of the course development based on the organizational factor was assessed as positive by school principals and subject teachers. Teachers also positively assessed the effectiveness of the course on content-based occupational and pedagogical factors, noting that the material taught in the course was completely new and content-specific, and in terms of pedagogical factors, new, interactive methods are used in the course.

Within the framework of the "Entrepreneurial Education" course pupils also carry out practical work. At Gyumri school No. 1, for example, pupils produce non-recurring leather jewelry, at Gyumri school No. 26 pupils produce cellphone cases that can be fixed on the arm and are suitable for individuals engaged in physical activity. During such practical work, pupils constantly generate new business ideas. Pupils also carry out registration of student associations, issue and sale of shares.

**"Thanks to the course, pupils are already aware that when producing something one should have more accessible raw material, if possible they should re-use the wastes, the product should be of good quality. Now, for example, the Technology teacher together with the 7th grade pupils is cooks sweets, cakes, pizza, prepares salads, juices and sells them among 5-6th grade pupils. All actions are calculated, that is, they gain skills to calculate entrepreneurial activity in the future "**

**In-depth interview with a primary school teacher of EE subject**

While some teachers and school principals noted that the available hours were not enough for the course and it would be desirable to add them, others would say that adding extra hours would not be effective as it will increase the pupils' load.

**"The time allocated for the course, for example, in the 10th grade is 2 hours, 1 hour in the 11th grade, which I think is insufficient, especially if it is a flow grade, so it will be better to deepen it depending on what result we want see in the end. If the goal is to provide superficial awareness, 1 hour is enough, but if we want to achieve what we are striving for, then we should think about adding more hours "**

In-depth interview with senior school principal

In order to improve the effectiveness of the training in future, teachers offered to increase the number of hours for Entrepreneurial education, to provide teachers with additional materials, which would increase the availability of textbooks, improve feedback with organizers after the training courses, conduct practical seminars, during which meetings with entrepreneurs, business sector representatives study visits Central Bank or existing enterprises will be organized. In the case of adding new topics, teachers and directors proposed to implement them in the 5th, 6th, and 7th grades. It has also been proposed to develop small grants mechanisms for business projects implemented by students during practical lessons.

**"I only think that a certain amount of time should be clearly allocated for the course and this problem should not be left to the school's discretion - that is, the subject should enter the school schedule with a definite amount of time, the issue of training and evolving the teachers should be thoroughly thought over, that is to say, it is not the pedagogues, who have been trained as such, should enter schools, because in this case huge efforts will be needed to imbibe this profession, but it will be more correct if the professionals of the given sphere themselves teach the subject".**

In-depth interview with senior school principal

**"Teachers as well as children themselves, need certain financial help while learning and practicing the material, in the form of small grants or any other way to get their "business" rolling, because today's school has no opportunity for such initiatives, and I don't think it correct to apply to the parents for investment. I think that in order to expect a professional outcome, there should be some kind of support that will make financial investments and then will demand results "**

In-depth interview with senior school principal

**"I think it's wrong that in the 10th grade the subject is a component of social science course. I think it should be viewed as a separate subject because it develops a skill. If we take into account that social science is taught by History teachers, we need to understand the extent to which the teacher should be trained to teach entrepreneurship. It turns out that small bits are taken from an entire unit, and it will not give anything to the pupil. If a school is of a stream type, then the subject should be taught to all the flows".**

Regional representative of "Armenian Youth Achievements" NGO

## SUCCESSFUL BUSINESS CASES OF "ENTERPRENEURAL EDUCATION" COURSE<sup>1</sup>

### YEREVAN SECONDARY SCHOOL No 21 AFTER AL. SHIRVANZADE

Pupils from Yerevan Secondary school No21 after Al. Shirvanzade founded "Sun Generation" pupils' business enterprise. PBE has chosen Yerevan as the subject of their issued product, and PBE itself has chosen "We are Yerevan" slogan. PBE realizes marketing studies and finds out that the consumers are interested in buying photos and souvenirs with Yerevan thematics.

Within the framework of their production the pupils received photos of Yerevan thematics and made frames and magnets, realized the packaging of the production.

The self-cost of different products is 500, 250 and 120 AMD. A total of 51 items were manufactured and sold. Total revenues from sales amounted to 33,330 AMD, of which the profits of student business companies amounted to 13,630 AMD. The earnings received by the AGN have been directed to the implementation of the CSR activities.

Within the frameworks of the CSR, a partial renovation of the school gym was selected as a public domain. In order to implement the project envisaged within the framework of the CSR, the NAP received a grant from the "Armenian Youth Initiatives" NGO and monetary contribution from the Student Foundation.

Reporting period - 01.09.2016 -31.09.2016	
Indicator name	Reporting data
Self-cost of the production	500, 250, 120 AMD
Quantity of produced and sold items	51 items
Total revenue generated from sale	33 330 AMD
Paid dividends	2200 AMD
Paid salaries	7600 AMD
Other compensated expenses	9900 AMD
Profits of pupils' business enterprise	13 630 AMD
The sum allocated to the CSR package	13 630 AMD

Report on the financial results of the "Sun Generation" Pupils' Business Enterprise

<sup>1</sup>In this part the information is presented according to the materials published by the "Armenian Youth Achievements" NGO.

### SHIRAK SECONDARY SCHOOL AFTER MUSAYELYAN (BASEN)

Within the framework of the "Entrepreneurial and Civic Education" project, the first student meeting was held at Musayelyan Secondary School in Shirak marz, during which a steady teamwork was set up. The "Leaders" pupils' business enterprise has been established. The motto "Leadership is not a status, but a process" has been chosen as a slogan by the NAA. Pupils conducted a market research and decided to produce bags. In order to obtain high-quality and durable products, the pupils decided to make bags on the basis of fabric, and as a raw material, they selected a piece of ornamental material. The consumer market is defined by young people and children. The main realization of the product took place during the fair held in Yerevan on October 15. The market price of the product has been set and the sales volumes in general have been satisfactory.

Generally, the prime cost of the bags made by PBE comprised 2500 AMD, 25 units of products were sold, the total proceeds from sales amounted to 62,500 AMD, of which the net profit of the PBE was 35,500 AMD. All the income has been allocated to the CSR package.

In order to determine activities within the framework of CSR, students have discussed two options and consulted with the school principal and community leader. As a result, it was decided to make the school territory an outdoor sports ground. For the implementation of the project within the framework of the CSR the NAP received a grant from the "Armenian Youth Achievement" NGO as well as donations from partners and the municipality. The bags were also provided to the kindergarten's children.

Reporting period - 01.09.2016 -31.09.2016	
Indicator name	Reporting data
Self-cost of the production	2500 AMD
Quantity of produced and sold items	25 միավոր
Total revenue generated from sale	62 500 AMD
Paid dividends	27 000 AMD
Paid salaries	0
Other compensated expenses	0
Profits of pupils' business enterprise	35 500 AMD
The sum allocated to the CSR package	35 500 AMD

Report on financial results of "The Leaders" Pupils' Business Enterprise

### VARDENIK EDUCATIONAL COMPLEX OF GEGHARKUNIK MARZ

"Armat" Public Association, founded by the students of Vardenik Educational Complex OF Gegharkunik marz, has begun its activities since September 2016. PBE members conducted a market study by setting up a target group of pupils aged 10-17, which revealed that they are interested in stylish cell-phone cases. Taking into account that there is a 3D printer in the school and through which products can be produced, PBE begins to accept individual orders and produce cell-phone cases. The PBE was able to produce and sell more products than it was initially planned, and also participate in the fair held in Yerevan on October 15, within the framework of which it was able to sell 30 units of products.

The prime cost for different products is 1000 and 1500 AMD. Totally 50 units of products were produced and sold. Total revenues from sales amounted to AMD 70,000, of which the profits of student business companies made up to 50,000 AMD. All earnings received by the PBE have been directed to the implementation of the CSR framework.

In the framework of public activities, students are setting up a WTO, which as a community issue chooses to build a sports ground on the school territory to play soccer, volleyball and basketball.

In order to implement the project within the framework of the CSR, NAP received a grant from the "Armenian Youth Achievements" NGO, with money invested by the Municipality and the Vardenik Educational Complex.

<b>Reporting period - 01.09.2016 -31.09.2016</b>	
<b>Indicator name</b>	<b>Reporting data</b>
Prime cost of the production	1000 AMD and 1500 AMD
Quantity of produced and sold items	50 items
Total revenue generated from sale	70 000 AMD
Paid dividends	5000 AMD
Paid salaries	5000 AMD
Other compensated expenses	10 000 AMD
Profits of pupils' business enterprise	50 000 AMD
The sum allocated to the CSR package	50 000 AMD

Report on financial results of "Armat" student business firm

## 2.2 TRAININGS AND APPLIED METHODS INVESTED IN "ENTREPRENEURIAL EDUCATION"

High-grade maths, social science teachers, technology teachers and students have been trained to implement the "Entrepreneurial Education" course. The trainings were conducted by "Armenian Youth Achievements" NGO in "Training for Trainers" (ToT) format. Teachers of Technology subject participated in one-week training courses and the tutors had two-day trainings. The teachers' choice was made by the National Institute of Education. In general, the trainings were of a regular nature.

Teachers and school principals positively assessed the effectiveness of training. Teachers generally valued their knowledge and skills for effective organization of the training, pointing out that they are well-aware of the subject matter but at the same time would like to expand their knowledge in this field. Some teachers mentioned that at the beginning of the training they had difficulties with the mastering of the material, but later they managed to overcome them through the methodological manuals. Some directors have also suggested to reinforce feedback with teachers after training, as well as involve trainers who specialize in economics.

**"I did not make any special observations, but from the conversation with the teachers I found out that at the beginning it was difficult, they couldn't do it, so it would be better if the training was carried out by special professionals. Later, the teachers began to work having access to the materials and they looked at the question differently".**

In-depth interview with secondary school principal

In general, teachers and principals have effectively evaluated the inclusion of the course into the Technology subject for the 2nd and 3rd grades. As an alternative variant, the course could also be involved in the subject "Me and the surrounding world." Some of the principals and teachers note that in senior classes it would be more effective if math teachers were trained for this subject, in case there is no "Economics" subject at school. For senior grades, teachers consider that the subject of entrepreneurial education should be included into the subject of Social Science.

As for the training methodology, teachers mentioned that they mostly use interactive, gaming methods, and teachers also mentioned that they frequently use projectors, tablets, and highlighted the use of new technologies to increase the effectiveness of the course.

**"I have applied many methods. The classroom is always full of discussions, queries, group work in the form of a game that gives the pupils much more interest and enthusiasm".**

In-depth interview with Entrepreneurial Education teacher at high school

**"Group and game teaching methods are the most effective. They love and easily play all the games, most often role-playing games. Go ahead difficulties".**

## In-depth interview with Entrepreneurial Education teacher at secondary school

**"We always start the lesson with a question-and-answer session, with a carousel type of game, we make up crosswords and the pupils do the same. We often use a Computer Hardware Radiation Program very much, the competition is what they like the most. We work with the presentation method and also watch interesting videos, it further enhances their knowledge. At the end, we try to solve a problem, if we run out of time, we reinforce the knowledge by solving a problem at the next lesson "**

In-depth interview with Entrepreneurial Education teacher at secondary school

According to the results of the classroom auditions conducted in the 2nd and 3rd grades, the lessons had clear goals and the structure and content of the lesson were aimed at achieving those goals. In the context of integrated part of "Entrepreneurial Education", teachers were able to link topics of Technology subject to entrepreneurship so that it was understandable and affordable for pupils. During the lessons, teachers paid special attention to the idea of "mutual assistance", the ability to use materials efficiently, to plan their work and to cooperate in practical work.

The following methods have been used to organize classes in the 2nd and 3rd grades: during the lesson, the students staged a fable and a role-playing game, a discussion took place around the staged fable, the pupils created drawings with colored papers, there were questions and answers to them. The pupils also calculated the cost of the materials they spent on the items they made. At the end of one of the classes, a fair was also organized, during which the pupils were able to calculate the prices for their products.

In general, according to the results of the auditions, the overall involvement, the desire to respond to questions and the activity of the pupils was high. Teachers have been able to encourage their pupils, and the latter have been attracted and interested in practical work. The pupils were able to freely express their own ideas, which was encouraged by teachers. Throughout their practical work, teachers have given general assignments to all pupils and have worked with them separately in case of any difficulties.

According to the results of the auditions conducted in senior classes, the lessons had clearly defined goals, in accordance with which educational activities were carried out. During the lessons, both the new and the previous material were summed up by question-and-answer method. Throughout the reviewed lessons, teachers have actively used individual and collaborative methods, both on the pupil-with-teacher and on pupil-with-pupil cooperation. Pupils were most engaged in the studying process, teachers have always encouraged the participation of all students, and encouraged more active students to engage the passive ones in the lesson, which turned out to be quite effective. In general, the students had the opportunity to freely express their opinion on this or that issue.

Throughout the lesson, the students presented their themes by means of "Power Point" presentation, answered teachers' questions. For the purpose of presenting the material, students had access to both, printed materials and on electronic sources, such as computers and projectors. Photographs of pupil



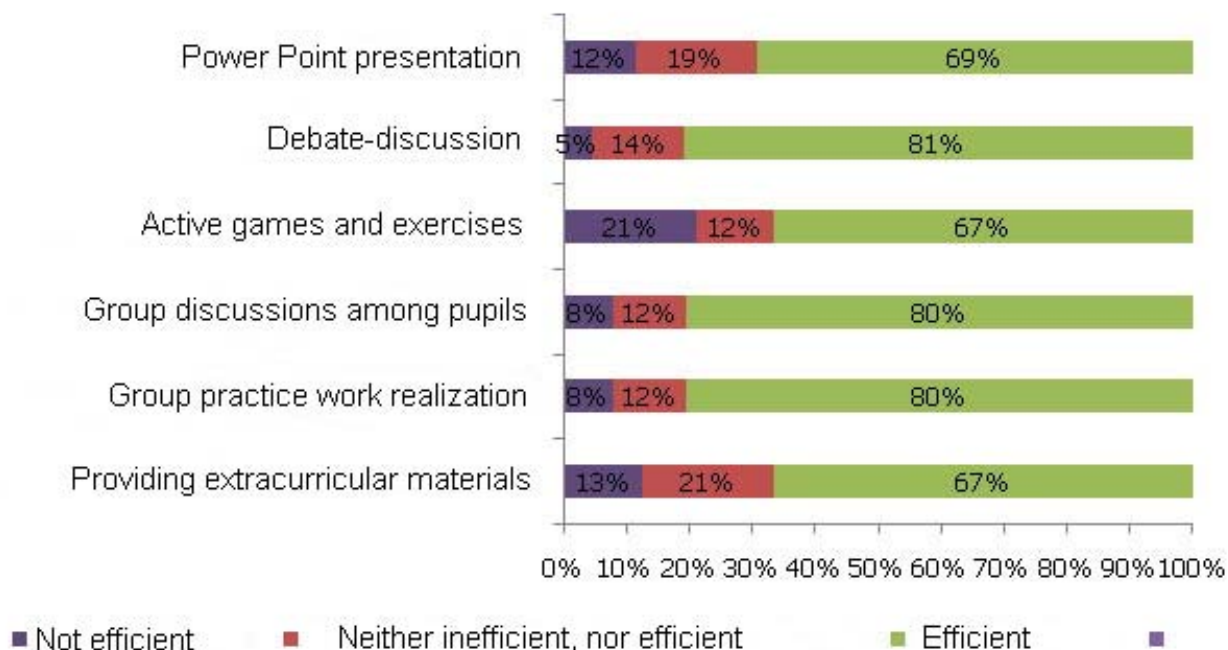
groups made at different times, as well as photographs of handmade works, etc were displayed during one of the classes.

The following methods were used during the classes: questions and answers, role-playing games, "carousel" games, crossword solution, Power Point presentation, group-method of problem solution, question-and-answer game online, during which the pupils were registered in the program and responded to the questions via their cell-phones, while the results immediately appeared on the screen. Pupils participated in this game in both: individual and group activities. On the whole, the games have been effective because of the competitive environment in which the participation of the pupils was active and interested, as well as effective was the pupils' work inside their groups.

According to the results of monitoring, all the applied methods were effective. Conducting a questionnaire contest in electronic form has also been quite effective because it has given the opportunity to revise and reinforce the material covered, making the studying process more dynamic and exciting. The use of printed and electronic materials in terms of transfer and presentation of knowledge has also been helpful, as the pupils were able to turn their attention to all the important points, avoiding the risk of forgetting or confusing them. Due to continuing and complementing each other and due to the encouragement on the part of the teachers on expressing themselves, the pupils displayed courage in sharing their viewpoints, and their desire to be involved in the studying process was high.

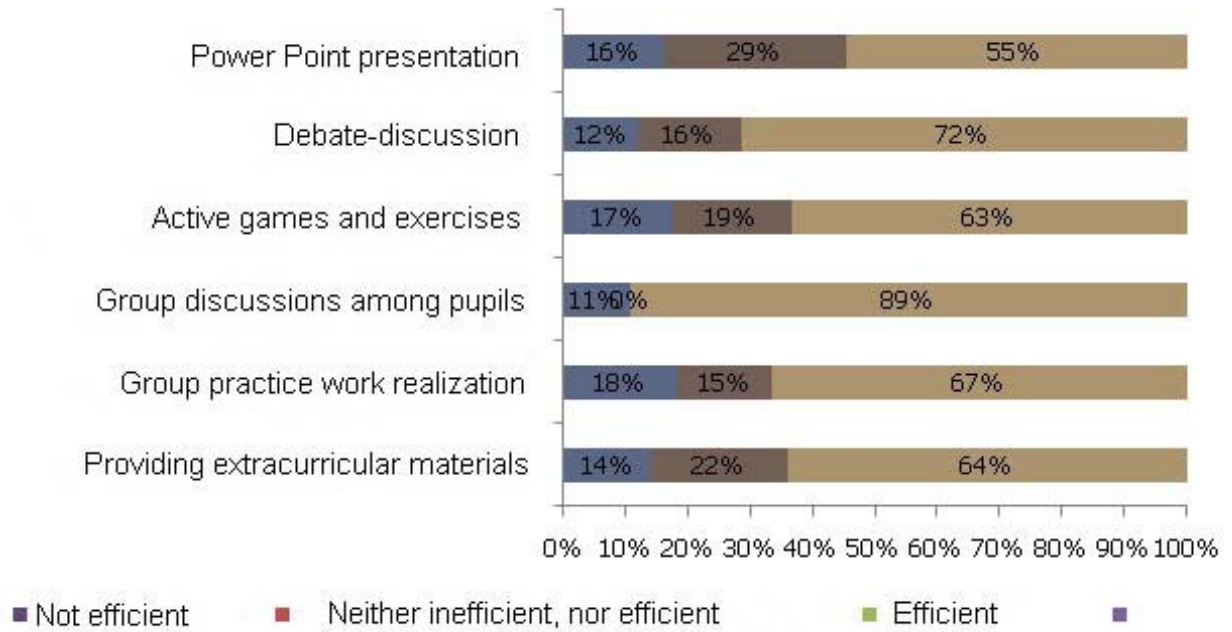
Thus, according to the results of classroom auditions in high school grades, the material provided to pupils was easy and understandable, the involvement of students, their activeness, the desire to answer questions and express their opinions was quite high. Students were mostly involved and interested in questions and answers and online games.

Pupils from the 10th and 11th grades passed a questionnaire in the framework of which it was recommended evaluate them according to the methods that were most effective during this course. The smallest number of pupils noted that during the lessons the method of "Power Point" presentation was used, and regarding all the other listed methods positive responses were given. According to the results of the assessment, pupils consider more efficient the methods of debate-discussions, group discussions and group practice works, and the method of active games and exercises relatively inefficient (Chart 1).



**Chart 1. Evaluation of effectiveness of the teaching methods of EE among 10th and 11th grade pupils**

According to a survey conducted among pupils of the 10th and 11th grades, who didn't study the subject of Entrepreneurial Education, group discussion and debate methods were considered to be the most effective ones in the organization of their classes, whereas "Power point" presentation method was considered to relatively inefficient (Graph 2).



**Chart 2. Evaluation of effectiveness of the teaching methods of EE among 10th and 11th grade pupils**

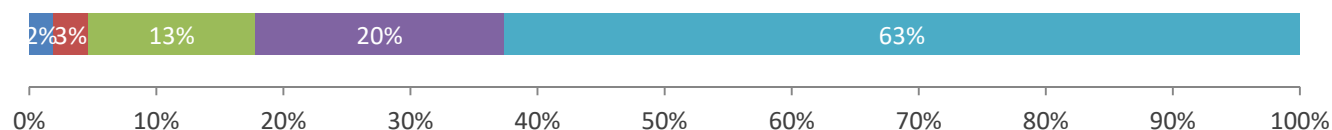
### **2.3 THE IMPACT OF "ENTREPRENEURIAL EDUCATION" COURSE IN SELECTED TARGET SCHOOLS ACCORDING TO THE RESULTS OF THE PUPILS' SURVEY**

In order to evaluate the impact of "Entrepreneurial Education" course surveys were conducted among pupils of the 10th and 11th grades. The method of comparing the control group and the impact group has been applied. A control group has been formed in which pupils of the same class of similar schools were included, but did not pass the "Entrepreneurial Education" course. In total 110 pupils were included in the influence and control groups, 43% of respondents were male and 57% were female.

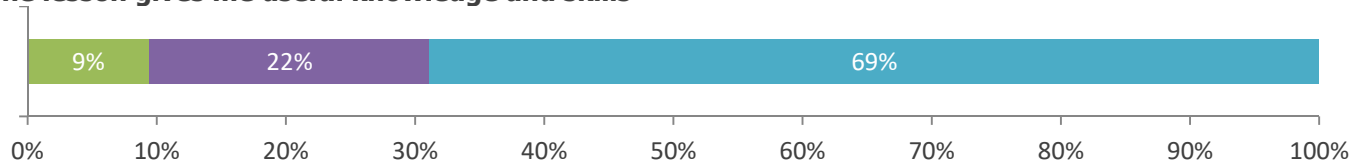
The impact of the "Entrepreneurial Education" training was assessed through three components: cognitive (knowledge, skills and abilities), affective (attitudes, orientation towards entrepreneurial activity) and behavioral (changes that helped pupils get engaged in entrepreneurial activity on their own initiative). The results of the individual components evaluation are given below.

**Cognitive component.** According to the survey among pupils studying "Entrepreneurial Education" course, 63% of the pupils who took part in the survey have learned the subject during fieldwork for up to 6 months, 14% for more than 6 months, but not more than a year, and 23% for more than a year. Most of the pupils who took part in the survey agreed with the idea that the EE course is interesting and gives them useful knowledge and skills: 63% of the respondents mentioned that the training was totally interesting for them, 20% mentioned that it was rather interesting and only 5% noted that the course is not interesting for them. As for the acquisition of useful knowledge and skills through the course, the pupils who took part in the survey noted that the training provided useful knowledge and skills and no negative answers were given in this regard. Most of the students who took part in the survey agreed with the idea that the knowledge gained during the course will most probably be applied in the future (Chart 3).

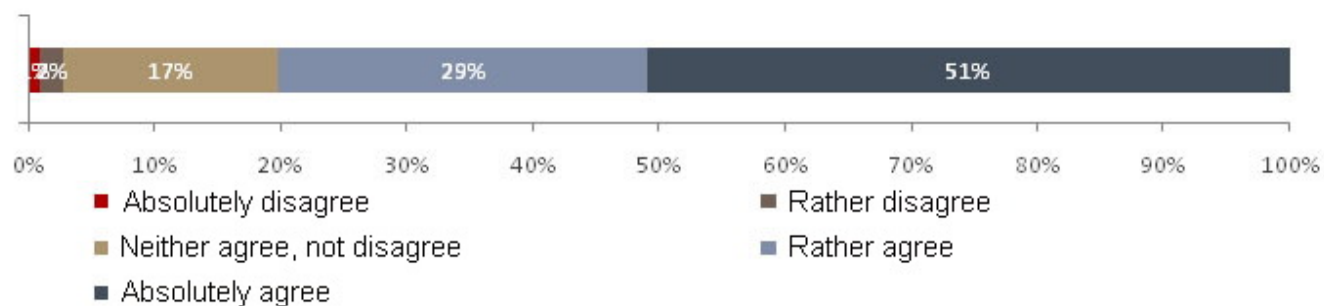
### "Entrepreneurial Education" course is interesting



### The lesson gives me useful knowledge and skills

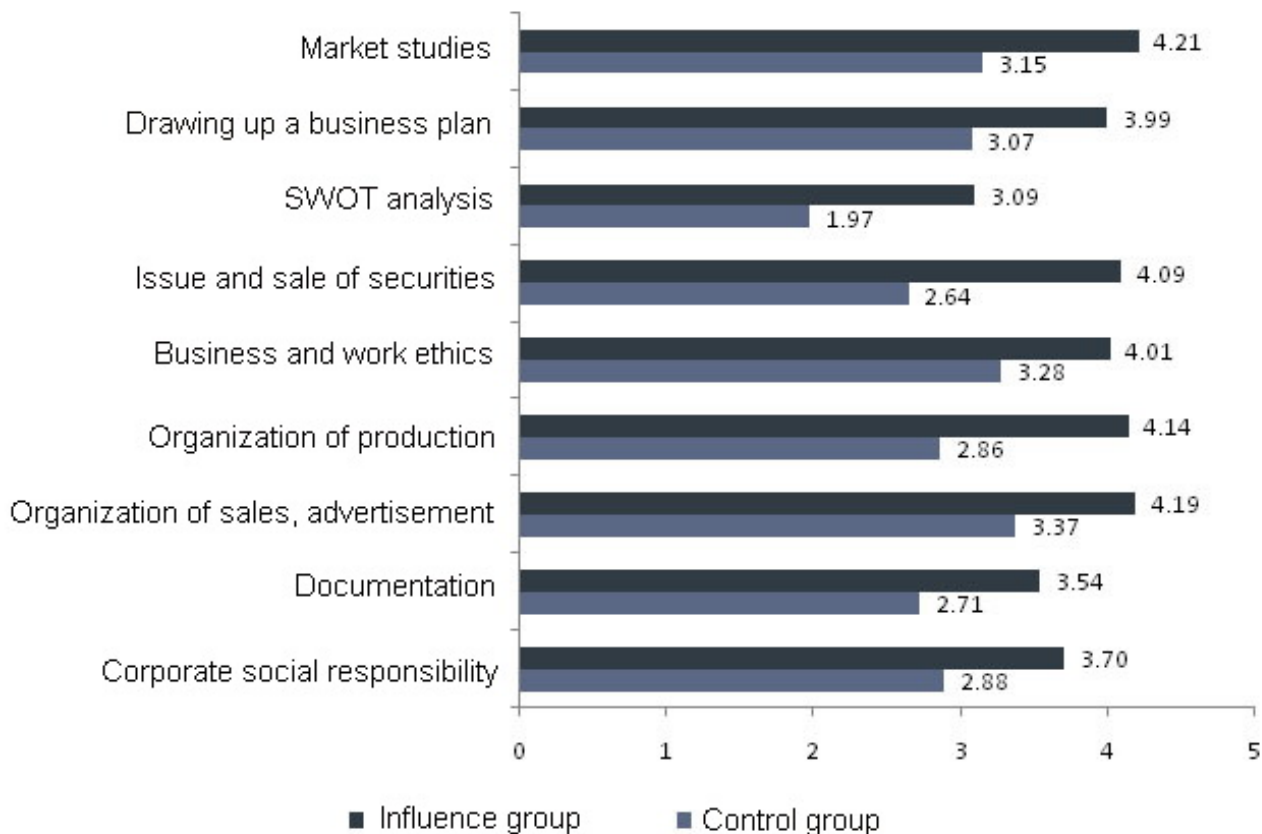


### I think that in future I will use the knowledge acquired during the lesson



**Chart 3. The evaluation of EE subject on the part of the pupils**

Pupils were also asked to rate how well they know the topics included in the EE training course and the results were compared with the results of the monitoring team. The assessment was carried out on a scale of 1 to 5, where 1 means that the student's knowledge and abilities are not adequate to the topic, and 5 are completely sufficient. According to self-assessment results, students have basically assessed their knowledge and skills above the average on a variety of subjects. Pupils especially appreciated the knowledge and skills they gained related to "market research", "sales promotion, advertising", "organization of production" topics, and, in contrast, the topics of "documentation" and "corporate social responsibility" were relatively less appreciated. Overall, it is noticeable that in comparison with the control group, the evaluation given by the impact group is higher (Graph 4).



**Chart 2. The evaluation of knowledge and skills involved in the EE course by pupils in case of influence and control groups.**

Thus, most of the pupils who took part in the survey are positive about "Entrepreneurial Education" training, considering it interesting and useful, and the acquired knowledge and skills applicable. In general, the pupils' rate of the knowledge and skills on different themes included in the EE course is above average.

**Affective Component.** In case of the affective component, pupils who study "Entrepreneurial Education" course assessed their attitude towards entrepreneurship activities, for which they were offered a scale of 1 to 5 to evaluate how well they agree with the judgments, where 1 means that they do not agree at all, 5 means that they fully agree with the judgment. Then, the results of the impact group were compared with the results of the control group by means of an average comparative statistical test. It turned out that in case of some variables, there are statistically significant differences between these two groups. In particular, there are statistically significant differences in the following variables: "I have a positive attitude towards entrepreneurial activities" (average of impact group 4.49, average for the control group 4.1), "entrepreneurship can be "good for life" (average of impact group 4.23, average for the control group 4.014), "The entrepreneur should have negative character traits to succeed" (e.g. rigidity, ability to deceive, etc.) (average 2.38 for the impact group, 3.3 for the average group), "it is possible to become a successful entrepreneur through dishonest ways" (average of impact group 1.817, average of the control group - 2.28). There is no statistically significant difference in only

case of one variable: "I want to become an entrepreneur in the future" (the average of the impact group is 3.437, the average of the control group is 3.62) (Table 1). Based on these results, we can conclude that the EE training has had a certain impact on developing positive attitude towards entrepreneurship among pupils, unlike the control group which doesn't study entrepreneurship.

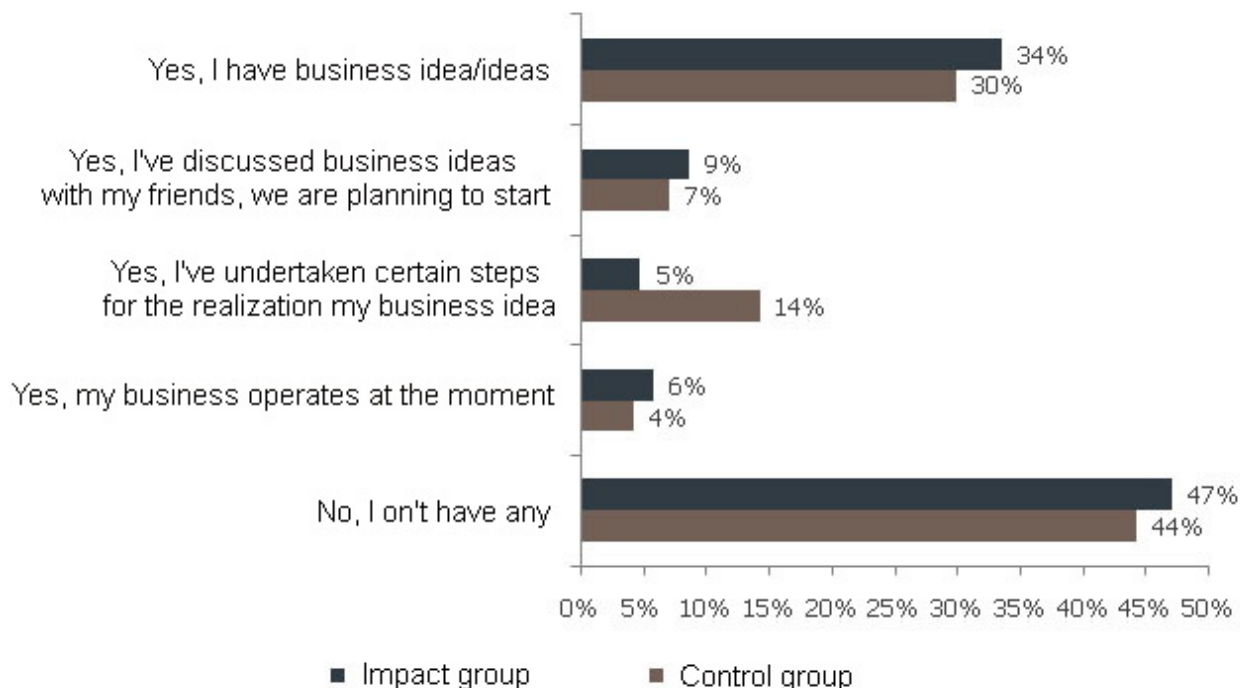
Judgements	Average in control group	Average in impact group	Statistical test results
I am positive about entrepreneurial activity	4.1	4.49	The statistical test of average values has shown a significant difference in impact and control groups
In the future I want to become an entrepreneur	3.437	3.62	The statistical test of average values hasn't shown a significant difference in impact and control groups
I can make a good living via entrepreneurship	4.014	4.23	The statistical test of average values has shown a significant difference in impact and control groups
An entrepreneur must possess negative traits of character in order to succeed	3.3	2.38	The statistical test of average values has shown a significant difference in impact and control groups
It is possible to become a successful entrepreneur only through dishonest ways	2.28	1.817	The statistical test of average values has shown a significant difference in impact and control groups

**Table 1. Comparison of impact and control groups according to affective component**

**Behavioral component.** In case of Behavioral Component, it was assessed whether the EE course pupils initiate and implement entrepreneurial activities (which can be a small activity, such as making and selling something small, organizing online sales, etc.). As a result, 18% of respondents in the impact group stated that they had implemented a business plan during the last year within school program, either group or individual. In Gavar high school, for instance, pupils gathered paper waste, handed over for recycling and directed the gain to the school's needs, sold New Year's items at Yerevan School N 105 and directed the gain to charity, and students at Gyumri school No. 1 were producing leather goods. Within the framework of the school program, 10% of the pupils from control group, who took part in the survey, realized a business program.

To the question as to whether you had a business idea during the last year, whether you had a business idea, plan or action at your own initiative, 34% of the pupils who took part in the impact group mentioned that they had a business idea, 9% shared a business idea with friends and are planning to start it, 5% undertook certain steps towards the realization of a business idea, and 6% of the business was operating at that moment. Almost a similar picture was recorded in the control group. Approximately 50% of students in impact or control groups do not have any business ideas and do no

business actions. Pupils basically have been trying to make online sales or sell handmade products online. Those pupils who have earned a certain amount of income in their business activities have either pointed out two revenues or have invested in business or charity (Chart 5).



**Chart 3. Existence and realization of Entrepreneurial ideas among pupils**



## Part 3. INTEGRATION OF "SOCIAL ENTREPRENEURSHIP" COMPONENT WITHIN THE FRAMEWORK OF "ENTREPRENEURIAL EDUCATION" COURSE

### 3.1 "SOCIAL ENTREPRENEURSHIP" INCLUSION INTO THE METHODOLOGICAL MATERIALS OF "ENTREPRENEURIAL EDUCATION"

Within the framework of the "Possibility of Social Entrepreneurship Implementation" component of the survey, an analysis of the textbooks, integrated passages from textbooks on other subjects and methodological manuals concerning the "Entrepreneurial Education" curriculum was carried out, the aim of which was to reveal the relevance of the existing documents to social entrepreneurship, and in case there is no direct relevance, it's necessary to find out to what extent the topics reflect the components of the social entrepreneurship and its principal elements.

In general, the main purpose of the analysis was to get the answers to the following questions:

- Do the examined documents refer to "Social Entrepreneurship" as a separate concept / idea?
- Is the topic of "Social Entrepreneurship" included in the "Entrepreneurial Education" training course, if so, for how long?
- To what extent are the principle elements and ideas of social entrepreneurship embedded into the course?

The method of qualitative analysis of documents was applied and such categories were selected around which the analysis was built up. The most universal spheres were selected as analytical categories, which are related to the concept of "social entrepreneurship" versus "entrepreneurship in pursuit of profits".

For the separation of analytical categories, let us introduce the characteristics of the SE as it differs from traditional one,

- the SE has a primary social mission targeted at the amelioration of people, communities, the environment and at the improvement of welfare;
- most of his profit is directed to the realization of social goals;
- is not created to ensure maximum profit for its founders and shareholders, so profits are not substantially redistributed for this purpose;
- has a more flexible and participatory system of management, uniting people with appropriate social orientation;
- Evaluates and promotes its social impact <sup>2</sup>.

The "Social Entrepreneurship Development Concept" project<sup>3</sup> of the RA, developed by the Business Support Office, also features a number of peculiarities that characterize SEs, such as

---

<sup>2</sup>S. Mkhitarian, K.H. Sargsyan, G. Vardanyan, "How to implement social entrepreneurship. Methodological guide", CDPF, 2019

<sup>3</sup><https://www.e-draft.am/projects/1180/about>

- SE is based on the solution of any social problem and the "social problem - business model - business solution - social positive change" approach, without violating the principle of green thinking, and / or SE was created exclusively to ensure labor integration of the socially vulnerable category;
- Donations and grants received do not exceed 30% of turnover;
- At least 50% of profits are invested to promote the development of the organization and / or is directed towards the provision of social impact defined by the charter (with the exception of the PE);
- The SE does not operate in the areas within which the SEs cannot operate, such as tobacco and alcohol production, hunting, mining, etc.;
- Adopted principles of good governance, such as transparency, openness, participatory management or inclusive decision making.

Summarizing these two characteristics of CDs we can distinguish categories that have been analyzed:

- Purpose and motivation for entrepreneurial activity;
- Environmental protection;
- Profit redistribution;
- Management participation, flexibility and openness.

The difference between social entrepreneurship and traditional entrepreneurship is shown in Table 2 below.

Social Entrepreneurship	Traditional Entrepreneurship
Motivation to expand entrepreneurial activity is social impact	The motive for being engaged in entrepreneurial activity is to earn a profit
The activities of the SE are aimed at improving the environment and promoting prosperity	Entrepreneurial activities are not limited to areas that may have a negative impact on the environment and people's welfare
Most of the profit is directed towards the realization of social goals	The entrepreneur is free to dispose of the profit at his discretion
It has a more flexible and participatory system of governance	Entrepreneurial management is most often implemented individually by the entrepreneur
Adopted good governance principles: transparency and openness	There are no restrictions on governance principles

**Table 2. Differences between Social and Traditional Entrepreneurship**

Within the framework of the study, teachers' manuals for the "Entrepreneurial Education" course integrated into Technology subject in the 2nd and 3rd grades of Elementary School, Entrepreneurial Education Guide "Pupils' Entrepreneurial Company" for school teachers and pupils were examined.

**Teacher's manual for "Entrepreneurial Education" section of Technology subject in the 2nd grade.** The Teacher's Guide to the "Entrepreneurial Education" section integrated into Technology subject in the 2nd grade includes the following

topics of Entrepreneurial Education: 1. Entrepreneur and enterprise; 2. Idea/objective; 3. Labor planning. The manual does not refer directly to individual entrepreneurship or its individual elements directly or indirectly. The topic "Entrepreneur and Entrepreneurship" gives a definition of "entrepreneur", which is based on the definition of the entrepreneur as "the creator of goods, whose purpose is to sell it and earn money"<sup>4</sup>. In the following sections of the manual, the differences between the "entrepreneur" and "the maker of his own good and that of his family" are separated into "just the creator of goods" (a person who creates goods for himself and his family) and entrepreneur (who creates goods sell them and make profits). Here again it is emphasized that the entrepreneur "creates goods for other people to earn money". If an entrepreneur understands that making a certain kind of goods will not bring him money, he will simply refuse to do that and will not produce it. His goal is to earn money. "In the section of the manual, when the teacher discusses with students why money is necessary to the entrepreneur, the main examples are brought based only on the personal needs of the entrepreneur, such as "acquiring goods ... buying food, clothing, cars, visiting a doctor, traveling, and so on".

There is a specific reference to the elements of social entrepreneurship only in the introductory part of the manual, which states in particular that "the component of entrepreneurial education will encourage the learner to ponder ... whether he or she [for extra sales] will not harm the environment and nature<sup>5</sup>", which refers to the principle of green thinking adopted by the SE.

**Teacher's manual for "Entrepreneurial Education" section of Technology subject in the 3rd grade.** The Teacher's Guide to the "Entrepreneurial Education" section integrated into Technology subject in the 2nd grade includes the following topics of Entrepreneurial Education: 1. Products/Services; 2. Business idea; 3. Advertisement. This manual also doesn't refer simply to Social Entrepreneurship, and the entrepreneur is described as "... a person who creates goods to earn money"<sup>6</sup>. The key to having a business idea is also the motive for earning money. "The entrepreneur should think of a business idea to create goods and earn money." In the introductory part of the manual, however, there is a link to the elements of social entrepreneurship, in particular it is stated that learners should think about the products and services they create, "improving the quality of life for people."

---

<sup>4</sup> Teacher's manual on "Entrepreneurial Education" section integrated into Technology course of the 2nd grade, Yerevan 2018, p. 8

<sup>5</sup> Teacher's manual on "Entrepreneurial Education" section integrated into Technology course of the 2nd grade, Yerevan 2018, p. 4

<sup>6</sup> Teacher's manual on "Entrepreneurial Education" section integrated into Technology course of the 3rd grade, Yerevan 2018, p. 8

This section also notes that the main purpose of the "Entrepreneurial Education" component is to develop a creative and innovative idea, and not simply to make money by producing and selling<sup>7</sup>.

**"Entrepreneurial Education" manual for Technology teachers in the 2nd and 3rd grades of secondary schools.** The manual basically repeats the material presented in manuals on the subject of "Entrepreneurial Education" that is integrated into the Technology subject of the 2nd and 3rd grades, but has an additional "Theoretical material for teachers" section, which provides additional information on entrepreneurship. The section identifies business, entrepreneurship, business-like personality traits, entrepreneurial knowledge and skills, risks, innovation, products, services, production factors, natural resources, capital resources, labor resources, rent fees, interests, salary and earnings. The entrepreneur is defined as "a person who establishes and arranges his / her own business to earn a profit and is exposed to the risk associated with the case". Entrepreneurial abilities include initiative, creativity, innovation, ability to risk, and the ability to achieve goals, design and manage projects. The main purpose of an entrepreneur and the motive for establishing a business is the prospect of gaining profits. Here again, it is emphasized that it's the prospect of gaining a profit is urging the entrepreneur to build up his own business<sup>8</sup>. The preface of this manual also presents a section in which the authors talk about the environment and nature protection, in particular suggested that the pupils should consider whether the object they produce [more for sale], they will not harm the environment and nature, referring to the environmental protection commitment of the SE<sup>9</sup>.

**Entrepreneurial Education manual of "Pupils' business association" program for high school teachers and pupils.** This manual refers to the "Pupils' Business Association" (PBA) program of the "Armenian Junior Achievements" NGO, which is a practical supplement to the high school Entrepreneurial education and theoretical economy training course. The program helps pupils get acquainted with a free enterprise system through practical activities, for which students set up a student business organization as an open or closed joint stock company. The program includes 12 themes, among which there are the establishment of a PBA, market research, business plan making, issue and sale of securities, business and labor ethics, organization of production and sales, documentation and corporate social responsibility.

The qualitative analysis of the manual showed that although it does not directly address social entrepreneurship, it reflects a number of its principles and provisions. Particularly, in the section of "PBE mission, goals and value system", it is emphasized that the purpose of the PBE is to earn a profit, but it is also important to adopt a certain value system and apply it to the PBE. The guidelines offered by the manual in the PBE value system are

---

<sup>7</sup>The same place, p. 3

<sup>8</sup>"Entrepreneurial Education" manual, for Technology teachers of the 2nd and 3rd grades of secondary school, Yerevan, 2017, pp. 59-61

<sup>9</sup>The same place, p. 3

related to social entrepreneurship, such as, for example, "the enterprise decides not to damage the environment, preserve environmental norms, never violate human rights and so on"<sup>10</sup>. The Business and Labor Ethics section also introduces some business principles that are related to the SE, such as transparency, participatory governance, and inclusive decision-making, which takes place through the PBE general assembly<sup>11</sup>. Theme 11 focuses on corporate social responsibility (CSR), in the frameworks of which, provisions are introduced, primarily referring to the principles of social entrepreneurship, although in this case, too, this is not a direct reference to this concept. It emphasizes that although the main purpose of each enterprise is to generate profit and increase its volumes, at present, businesses are "increasingly paying more attention to the environment, the economically vulnerable layers of the population and overall social issues." Here it is presented that the businessman "must have social responsibility towards his worker, his family, the community, and thus the public." This section also presents the differences between corporate social responsibility and charity<sup>12</sup>.

Thus, although manuals on entrepreneurial education do not directly address Social Entrepreneurship, there are some elements that characterize it as being taught in particular in terms of how the pupils' Entrepreneurial Education can improve the lives of people and whether they are safe for the environment. The manuals do not mention possible options for profit. Although the main motive for entrepreneurial activity is to make money (which characterizes traditional entrepreneurship), the authors emphasize that the purpose of the course is to develop students' entrepreneurial skills, abilities and creativity, and earning money is of secondary importance.

---

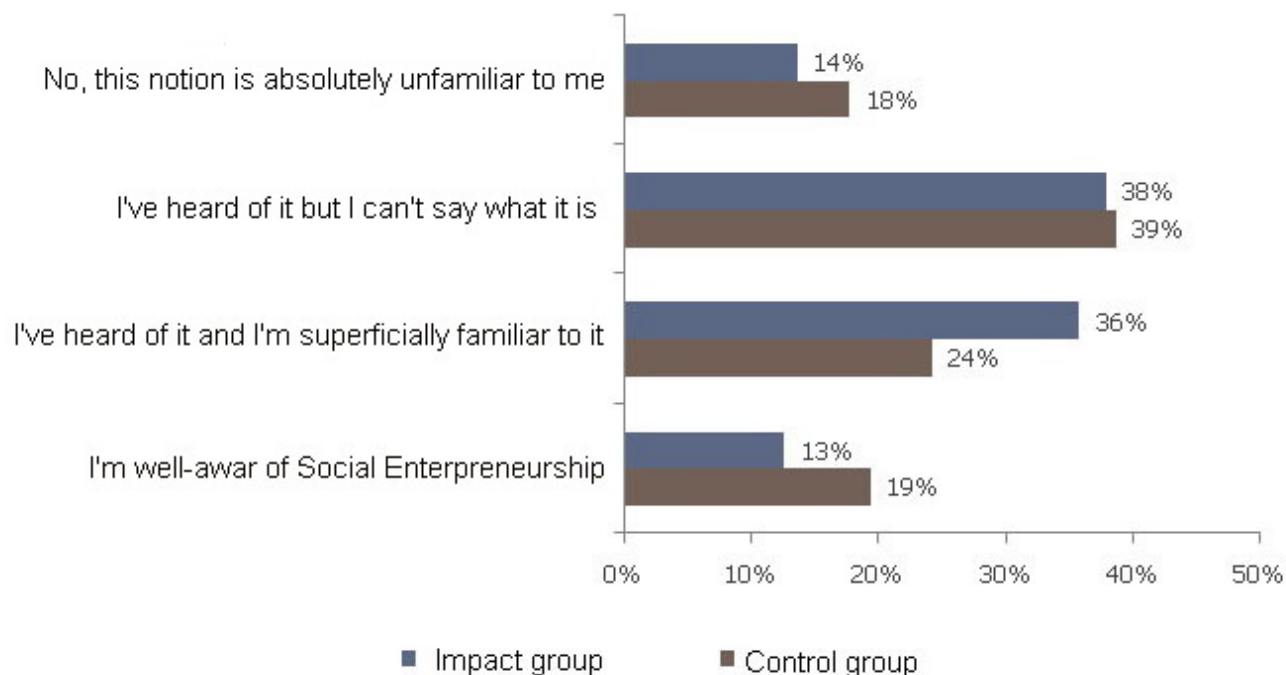
<sup>10</sup>Guidance on entrepreneurship education for teachers and pupils of high school for "Armenian Junior Achievements" NGO, "Pupils' Business Association" Program, Yerevan, 2017, p. 10

<sup>11</sup>Guidance on entrepreneurship education for teachers and pupils of high school for "Armenian Junior Achievements" NGO, "Pupils' Business Association" Program, Yerevan, 2017, p. 38-42

<sup>12</sup>The same place, p.p. 56-59

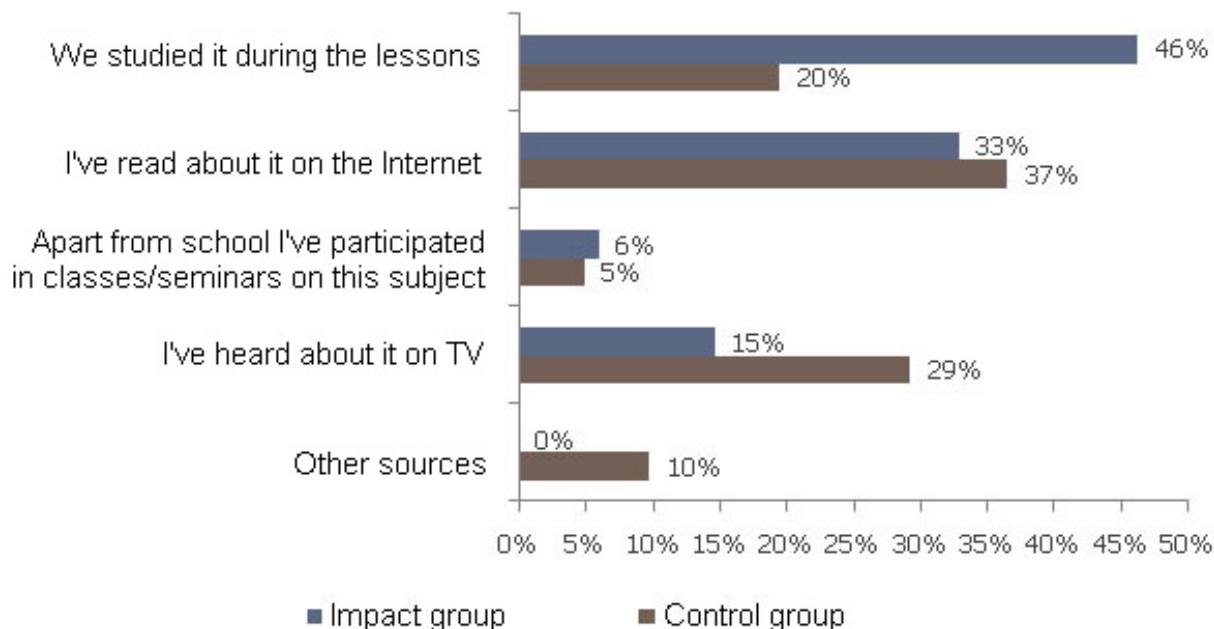
### 3.2 AWARENESS CONCERNING "SOCIAL ENTREPRENEURSHIP" AMONG PUPILS AND TEACHERS

In the framework of the survey conducted among pupils, the latter were also asked to what extent they were familiar with "social entrepreneurship" concept. According to the results, 13% of the respondents in the impact group are aware and know what the social enterprise is, 36% have heard of it superficially, and 38% have heard of it, but cannot clarify what it is, and 14% are not familiar with this concept at all. In the control group, almost the same picture was recorded, thus, according to the survey results, the majority of the students included in this study are familiar with social entrepreneurship (Chart 6).



**Chart 4. Awareness of Social Entrepreneurship among pupils**

As for sources of information concerning Social Entrepreneurship, almost half of the pupils (46%) from the impact group who are familiar with this notion have pointed to school classes as their provisors, 33% have read about it on the Internet, whereas the control group mostly mentioned the Internet as the source of information (37%) and TV (29%), and only 20% of the pupils from the control group who took part in the survey reported that they learned about SE from their lessons (Chart 7).



**Chart 5. Types of sources of the pupils' awareness about SE**

Thus, we can conclude that although school teaching materials do not touch upon "social entrepreneurship", pupils are generally familiar with this concept. Pupils who study "Entrepreneurial Education" discipline pointed school classes as the main source of awareness on the subject Social Entrepreneurship, as opposed to the pupils who don't study this course, in which case the main source of information was the Internet and television.

As for the teaching staff of the "Entrepreneurial Education" subject, some of them were familiar with the idea of Social Entrepreneurship, some, not. Teachers were generally positive about the idea of introducing a Social Entrepreneurship course in schools and suggested to introduce it at the 10-12th grades as a subject of the pupils' choice, so that they will attend the classes which they are most interested in. Some teachers believe that social entrepreneurship should be included in the subject of "Social Science", converting the topics inside the course and introducing new ones referring to Social Entrepreneurship.

**"Entrepreneurial Education is already being studied. Both, my pupils and I have quite an extensive idea of business. In my opinion, if Economy is taught at school, then the same specialist should teach Entrepreneurship alongside with Social Entrepreneurship".**

*In-depth interview with high school teacher of Entrepreneurial Education*

Teachers also emphasized that it is necessary to clearly distinguish between "corporate social responsibility" and "social entrepreneurship" so that the differences between these two concepts can be clearly understood by pupils. Teachers also suggested to introduce practical visits to such enterprises within the framework of the subject of Social Entrepreneurship, which will help pupils better understand how social enterprises are functioning.

**"It's very important for the children to visit at least once any kind of a social enterprise, so that they can get a better idea of it together with its purposes, its mission. I think, that it will help children form new value system. Today we are facing some difficulties with organizing such visits".**

In-depth interview with high school teacher of Entrepreneurial Education



## CONCLUSIONS

Based on the results of the survey, the following conclusions were made:

- The parents of pupils involved in Entrepreneurial Education generally have a positive attitude towards the course and highlight the importance of learning of this subject.
- The parents of the 2nd and 3rd grade pupils have concerns as to the relevance of Entrepreneurial Education course for children of their age. One part of the parents has negative attitude towards the fact that their children will be involved in "selling" process.
- Entrepreneurial education classes had clearly defined objectives and the structure and the content was aimed at achieving those goals.
- In general, teachers of Entrepreneurial Education used interactive and gaming methods which proved to be effective and contributed to the enrollment of pupils in the studying process.
- In general, the material provided to pupils was easy and understandable, there was a high level of involvement, activity, willingness to answer questions and express an opinion.
- Most EE pupils are positive about it, considering it interesting and useful, and the knowledge and skills they have acquired - applicable in life.
- Pupils have generally valued their knowledge and skills on various subjects included in the EE course higher than average.
- The EE course has had some impact on shaping positive attitudes towards entrepreneurship among pupils, which is reflected in pupils' positive attitude toward entrepreneurship activity during EE training, unlike the control group which didn't study EE course.
- Manuals on introducing entrepreneurial education do not directly refer to social entrepreneurship as a separate concept, although some of its specific elements are present in the teaching material.
- Although the school educational materials do not refer to "Social Entrepreneurship", the students are mostly familiar with this concept. Pupils who study "Entrepreneurial Education" discipline pointed out school lessons as the main source of awareness on the subject of SE, as opposed to the pupils who don't study the subject, in which case the main source of information was the Internet and television.