

IMPACT EVALUATION REPORT

CHANGEMAKER PROJECT

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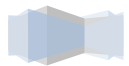
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Acknowledgement

I am pleased to present this evaluation report of the “Changemaker Institute Project” conceptualised and implemented by the YES Network Pakistan. The aim of this research is to highlight the impact of the project on higher education institutions and students involved in it since its launching.

I want to express my gratitude to YES staff for their support, efforts and inputs. I want to thank Ms. Komal Abid who worked with me to arrange and conduct interviews. I appreciate the support of YES senior leadership in collecting information about the project activities and providing technical knowledge and perspective. I also want to thank all the interviewees (list is available in Appendix A) for sharing their time and insights.



Executive Summary

The Changemaker Institute Project is a frontline project of YES Network Pakistan that aims to introduce the concept of Youth-led Changemaking in the public and private higher education institutions of Pakistan.

The Changemaker Institute Project of YES Network Pakistan was successfully launched in 2010. Since its inception, the project has been successful to attract several educational and international organizations such as GIZ, USAID and the British Council for partnership building. The project began from one university and slowly and gradually expanded to 80 universities. The concept of Youth-led Changemaking inspired the top leadership of leading public and private institutions to shift their focus from traditional learning to changemaking. The students showed great enthusiasm to begin their changemaking journey. The project took a whole campus approach to implement the activities. A few of the activities such as bringing top leadership on board, engaging students in changemaking intelligence test and acknowledging the contributions of faculty members and students publicly contributed immensely to generating the momentum for the project.

As the findings of the research report depict, overall, the faculty members and participants were very happy that they had participated in the Changemaker Institute Project. Many universities have taken solid steps to embed the concept in their culture and curriculum. Many students that participated in the Changemaking Intelligence Test moved on from their original project ideas by setting up proper enterprises. These students credited their success to the YES Network in terms of the training contents and delivery involving charismatic speakers. They also appreciated the level of institutional support provided by their universities to enable them to make the most out of their participation in opportunities provided by the YES Network. The partner universities, including faculty members and top leadership felt that the project has been very successful in triggering a multitude of personal, institutional and societal benefits. They also expressed that the project has brought a conceptual shift from learning “How to run a business by a few students” to learning “How to add value in the society by students of all disciplines”. A general recommendation from most of the participants, including the students and faculty involved, is to expand the YES Network’s ‘changemaker project’ to other universities and also to the youth that is not privileged enough to attend universities.

With the programmatic and infrastructure investments made by the YES Network Pakistan there has been an improved understanding of the need of promoting youth-led changemaking among higher education institutions (HEIs) involved in the project. Further consolidation of the pioneer efforts made with higher education institutions will go a long way in breaking down traditional barriers to youth-led changemaking.



CHAPTER I

Introduction

In 2012, the YES Network Pakistan launched first-ever ‘Changemaker project’ in higher education institutions (HEIs) across Pakistan. The purpose of the project has been to inspire, equip and engage universities in building supportive environments for youth-changemaking. The Changemaker Institute Project in the country is the first of its kind. The concept of changemaking (youth-led changemaking and social innovation) is not yet sufficiently integrated in higher education institutions’ culture and curricula. There are no established youth-led changemaking, social innovation or social entrepreneurship professorships, departments and institutes for changemaking in Pakistan. Hence, the Changemaker Institute Project was launched to establish an effective ecosystem for youth-led changemaking in HEIs across Pakistan. In particular, the project was launched with the following key objectives: a) sensitizing and bringing top leadership of universities on board; b) building a community of knowledge and practice in the field of youth-led changemaking; c) developing entrepreneurial drive among students (raising awareness and motivation; d) providing practical opportunity to students to discover their changemaking potential; and e) integrating the concept of youth-led changemaking in the culture and curriculum. The organization adopted a comprehensive approach to introduce and integrate the concept of youth-led changemaking through the following approach:

- › **Securing the Top-Level Support:** The project began by holding a meeting with the top leadership of the university. The idea of these meetings was to share the purpose of the project and its relevance in the context of university. Bringing the top leadership onboard helped in engaging faculty members and students to participate in the project effectively. It also provided an access to physical and social infrastructure to carry out the activities. The meeting also helped in developing a common vocabulary. By developing a common vocabulary, everyone found themselves in a better position to have meaningful discussion.
- › **Changemaking Team:** In each partner university, a changemaking team comprising of faculty/staff and students who can introduce social innovation and social enterprise culture in the universities was created.
- › **Changemaking Campus Scan:** The selected universities underwent the Changemaking Campus Scan, which is an inventory tool designed as a structured process to assess the changemaking ecosystem at the institution, catalyze deeper commitment among social innovation champions, generate new insights and ideas about how to advance social innovation and social entrepreneurship education and opportunities.
- › **Training of Trainers:** A training of trainers was held for several universities to equip the faculty members and students with the knowledge and skills to advance the concept of youth-led changemaking at their campuses.
- › **Seminar of Youth-led Changemaking:** A series of seminars were held in affiliated universities to inspire young people and faculty members to become changemakers. These seminars were attended by several thousand students and faculty members. These seminars were very instrumental in breaking myths about changemaking and creating spaces and opportunities for changemaking.
- › **Changemaking Competition/Intelligence Test:** A Changemaking Competition was delivered to the universities to provide young people with opportunities and support to drive change in their communities. The changemaking competitions were launched in all the interested universities with the aim to break underlying psychological, social and economic barriers that limit young students’ ability to become changemakers. The YES Network Pakistan provided financial and technical assistance to student teams to begin their changemaking journey.
- › **Award Ceremonies:** Several award ceremonies were organized to appreciate the changemaking efforts of students and faculty members.
- › **Curriculum Development:** The YES Network Pakistan provided technical assistance to the universities in embedding the concept of changemaking (social innovation and social entrepreneurship) in the curricula and culture of the institution.

The project has already resulted in several improvements in various areas. A few general achievements registered to-date include the following:

Introduced Changemaker Institute Award Project in 80 leading universities of Pakistan

- i. Held 183 meetings with the top leadership (including vice chancellor of universities, head of depts., deans) to inspire and launch Changemaker Institute Project
- ii. Carried out campus scanning in 41 universities to assess the level of current knowledge, skills, opportunities and practices in universities regarding youth-led changemaking
- iii. Organized 48 direct trainings of faculty members and students to develop understanding about the concept of youth-led changemaking
- iv. Engaged trained faculty members in educating more than 5,000 faculty members about the concept of youth-led changemaking
- v. Conducted 82 seminars on the topic of youth-led changemaking to inspire young people to begin their changemaking journey
- vi. Engaged 2,606 students directly (996 male and 1,610 female students) in Changemaking Intelligence Test to help young people discover their inherent changemaking intelligence
- vii. Arranged 53 Award ceremonies to acknowledge the contributions of faculty members and students
- viii. Documented 490 case studies of participants that were engaged in Changemaking Intelligence Test
- ix. Assisted several universities in integrating the concept of youth-led changemaking in their culture and curriculum

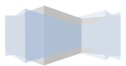
Based on the above-mentioned achievements of the project, it was decided that there should be an independent assessment of the project involving a cross-section of participants from across Pakistan. This report aims to focus on the factors that have led to the effectiveness of the YES Network's particular project through engagement with selected HEIs in Pakistan.

Key Evaluation Questions

KEQ1.	What was the quality of the intervention design/content? (assessing relevance, equity and gender equality)
KEQ2.	How well was the intervention implemented and adapted as needed? (assessing effectiveness and efficiency)
KEQ3.	Did the intervention produce the intended results in the short, medium and long term? If so, for whom, to what extent and in what circumstances? (assessing effectiveness, impact, equity and gender equality)
KEQ4.	What unintended results – positive and negative – did the intervention produce? How did these occur? (assessing effectiveness, impact, equity and gender equality)
KEQ5.	What were the barriers and enablers that made the difference between successful and disappointing intervention implementation and results? (assessing relevance, equity and gender equality)
KEQ6.	Are any positive results that are likely to be sustained? (Policies, programs, partnerships, professionals, enterprises, etc.)

Methodology

This report is based on an independent assessment involving a mixed method approach. Through random sampling, the author interviewed 15 young participants to gauge change in their personal and professional lives because of being involved in the changemaking intelligence test through the YES Network Pakistan and their home institution. These findings are then also complemented by quantitative data collected through 10 partner universities across Pakistan involving 1,570 participants. In addition, there is qualitative data comprising of faculty members' views from 20 randomly selected universities.



CHAPTER II

Theory of Change

Since its inception in 1998, YES Network Pakistan has been at the forefront of advancing the agenda of Youth-led Changemaking in Pakistan. In 2008 the YES decided to take an institution change approach to break down the traditional, attitudinal, social, structural, legal and financial barriers to youth-led changemaking. The YES Network launched a wide range of exciting projects to build an effective eco system for the support of youth-led changemaking in schools, colleges and vocational institutions of Pakistan. The YES Network planted the seeds of youth-led changemaking in over 1,200 educational and vocational institutions and integrated this concept into the curriculum of over 225 leading vocational and educational institutions of Pakistan. A solid evidence of the effectiveness of YES Network methodology came forward when in March 2012 British Council conducted a third-party evaluation of its project ‘Youth Social Enterprise Challenge in TVET’ as executed by YES Network Pakistan. The evaluation reported that 93% of the respondents believed that the project had benefited them by developing their entrepreneurship skills, enabling them to start their own business, improving their confidence level and enhancing their team building skills. The evaluation also confirmed that 93.3% of the respondents had started their own business after participating in the project. While YES Pakistan has several success stories to share, some have been documented and published by the British Council. It is therefore no wonder that the YES Network’s model of youth engagement is recognized as a profound idea with society-changing potential by Ashoka, Innovators for the Public, a global organization that pioneered in the field of social entrepreneurship.

In 2010, the YES Network Pakistan decided to experiment the idea of Youth-led Changemaking in higher education institutions. The YES Network Pakistan and University of Agriculture, Faisalabad signed a MOU to establish a working relationship to introduce the concept of Youth-led Changemaking at the campus. The YES Network carried out a series of activities to create an enabling environment for the support of Youth-led Changemaking. It included sensitizing top leadership of the university, forming a changemaking team, training of faculty members and students, organizing seminars and changemaking competitions for the students of all disciplines, providing financial assistance to students and recognizing the contributions of students and faculty members. All these efforts led to the integration of the concept of social entrepreneurship into the curriculum of the two disciplines (Population Sciences and Rural Sociology).

Inspired by the success of the project and motivated by the desire to open doors of Youth-led Changemaking in higher education institutions, the YES Network decided to launch a “Changemaker Project” in the leading universities located in/near to FATA region in partnership with GIZ in 2012. The YES Network adopted a comprehensive approach to roll out the concept of Youth-led Changemaking in the higher education institutions. The YES Network Pakistan efforts resulted in developing a network of youth and youth-serving institutions committed to promote the concept of Youth-led Changemaking. The YES Network created a team of 38 master trainers in the field of Youth-led Changemaking, oriented 7000 young people and adults, facilitated the establishment of 20 youth-led ventures and organized a business competition. In the words of Kaukab Usman, Deputy Program Lead for Funds for Innovative Training, GIZ, and the project was successfully completed, and notable positive results have been realized despite of serious instability in ex-FATA.

After the successful implementation of the “Changemaker Project” in FATA, the YES Network turned its attention to higher education institutions based in Gilgit-Baltistan and Balochistan in 2014. The USAID supported the YES Network Pakistan to carryout first-ever “Changemaker Project” in the 10 higher education institutions of the Balochistan and Gilgit-Baltistan. In the first phase, the YES Network Pakistan trained 44 faculty members and students to become master trainers in order to lead activities and sessions at their institutions. In the second phase, a total of 7,302 students were oriented about the concept of Youth-led Changemaking by these mater trainers. In the third phase, a series of changemaking competitions were held to provide a practical opportunity to students to create and capture value. A total of 565 students were provided technical and financial assistance to students to experience the thrill of being a changemaker. The project yielded immediate dividends as it attracted several hundred students to be creative, innovative and become efficient problem solvers. The project was successful in developing a momentum and infrastructure for the launching of youth entrepreneurship and social entrepreneurship programs.

In 2015, the “Changemaker Project” moved forward in a big way. The YES Network joined hands with the British Council to create and recognize universities that are interested in embedding student-led social innovation as a core value and in building supportive environments for changemaking across the entire institution. The YES Network developed a comprehensive methodology to provide a structured support to the interested institutions to navigate through the process of becoming a changemaker campus. Over 60 leading public and private universities expressed their interest to participate in the “Changemaking Project.” The project resulted in several achievements. 41 universities went through campus scanning, 600 faculty members were trained and engaged in building up momentum for the project, 2,000 students oriented about the concept of youth-led changemaking, 700 students participated in the Changemaking Intelligence Test and 20 award ceremonies were organized to reward the contributions of faculty members and students. The project cultivated a campus-wide approach to changemaking. The project moved the concept of changemaking outside the pockets of excellence such as business schools and economic studies. The project brought a conceptual shift from learning ‘how to run a business by a few students’ to learning ‘how to add value in the society by all students’ through practical opportunities. The “Changemaker Project” introduced the concepts of changemaking and innovation to those who otherwise might not have considered it as a career path.

Purpose of Impact Evaluation

The major purpose of the impact evaluation is to determine if and how well the Changemaker Institute Project worked. The impact evaluation will assess the effects that can be attributed to Changemaker Institute Project in changing mindsets and approaches, empowering and engaging faculty members and students, generating professional, policies, programs and resources related to changemaking/social entrepreneurship and integrating the concept of Youth-led Changemaking in the culture and curriculum of higher educational institutions.

Establishing the Changemaker Project Theory

The “Changemaker Project” has developed a theory of change to help higher education institutions to become changemaker campuses. The theory of change provides useful steps to higher education institutions to initiate and embed the concept of Youth-led Changemaking in their culture and curriculum.

The YES Network theory of change is based on following steps:

- › Defining (creating urgency, mobilizing top-level commitment, and modeling)
- › Empowering (environment scanning and infrastructure building)
- › Engaging (showing quick wins and pathfinding the future course)
- › Aligning (leveraging and developing new systems)
- › Institutionalizing (embedding changemaking in process, culture, and curriculum)

Defining Stage

Youth-led changemaking is a compelling idea but translating that idea into effective practice requires focused attention and commitment. One of the major challenges of building the field of youth-led changemaking is the inadequate knowledge base. There are no professors, institutions, or guidelines available in the field of youth-led changemaking. The theory of change of “Changemaker Project” begins by finding an influential channel to introduce the concept of youth-led changemaking to the top leadership of an institution. It is important to make sure that the channel of introduction is trustworthy. The YES Network began the implementation of the “Changemaker Project” by securing the support of the top leadership of the university. During the first meeting with the leader of the university, the YES Network does four things:

- › Identify existing gaps in the field of Youth-led Changemaking within institution
- › Create a sense of urgency regarding the need to start Youth-led Changemaking programs and policies
- › Communicate the benefits of starting a Youth-led Changemaking program for students, faculty members, institution and society.
- › Identify potential people and departments who could be involved in taking a lead role in the implementation of the project.

Empowering Stage

The empowering stage is focused on two things: The first thing is to identify strengths and weaknesses in the institution with regards to offering youth-led changemaking opportunities. The second thing is to build the infrastructure for youth-led changemaking. This stage aims to develop a changemaking ecosystem within the institution, and to create a team which works collectively to make youth-led changemaking the new norm and expectation within the institution. This stage begins by carrying out a campus scan in collaboration with the nominated faculty member(s). The YES Network has developed a specialized questionnaire (attached) to gauge the level of understanding about the concept of youth-led changemaking. It explores the level of inclusion of youth-led changemaking activities in the culture and curriculum of the institution.

After the campus scanning, a changemaking team comprising of faculty members and students who can seed youth-led changemaking is created. The purpose of creating a changemaking team within each institution is to have a core team that has passion and relevant skills in planning, implementing, and evaluating changemaking activities within the institution. A key feature of the training is that it is experiential in nature. Young people participate in a Changemaking Intelligence Test to create a social and economic value in society. Young people are provided a trust-based investment to initiate an idea of an activity that produces social and economic benefits. This activity helps show quick wins to the institutions. It also helps create social acceptability of the idea.

Engaging Stage

This is a vital stage in advancing the concept of youth-led changemaking. It is a stage where the institution takes the responsibility to create an environment for youth-led changemaking. In this stage, the institution engages faculty members and students in a wide range of youth-led changemaking activities. Faculty members and students understand the need, urgency, and benefits of youth-led changemaking. The top leadership, along with faculty members, decides what to focus on as an institution. The institution develops a clear vision and shared responsibilities to achieve it. The institution develops a road map to create, deliver, and capture value in the field of youth-led changemaking. The institution identifies potential funding opportunities for youth-led changemaking from within and outside the institution. The institution rolls out small-scale youth-led changemaking competitions. Everyone in the institution develops a strong sense of purpose and ownership. They develop standardizing performance measurement tools and build new pipelines for future engagement. It is a demanding stage, as the institution gets involved in pathfinding to embed youth-led changemaking within the institution.

Aligning Stage

This stage aims at designing and refining structures which ensure that everybody goes in the right direction. The current structures and systems are evaluated. The major problems get in the way of youth-led changemaking because of systems and structures. The potential roadblocks are identified. Aligning structures is the most difficult leadership challenge, because many of institutions are on autopilot, as traditions have locked them in. Without aligning structures and systems of the institution, it is virtually impossible to make youth-led changemaking a top priority of the institution.

Institutionalizing Stage

Institutionalizing is the fruit of the first four stages. As we cannot have fruit without the roots, similarly, we cannot institutionalize the concept of youth-led changemaking in any institution without the defining, empowering, engaging, and aligning stages. Institutionalizing the concept of youth-led changemaking requires building the eco-system in which the practice of youth-led changemaking takes place. The eco-system includes human, financial, intellectual, physical, social, and political resources that can play an instrumental role in advancing the field of youth-led changemaking. The first four stages are aimed at addressing the inefficiencies within the eco-system. It is of no use to build the capacity of faculty members if the environment in which they function is not supportive. It is not possible for a single leader to do what it takes to advance the field of youth-led changemaking. Institutionalizing the concept of youth-led changemaking requires a whole-campus approach. This means that all the major players within the institution must take deliberate steps to build the field. Institutionalization is achieved when the efforts of an institution go beyond the output to the process of engaging

young people in changemaking. It is a formal process to inspire, reward, and manage young people involved in changemaking. This stage aims at integrating youth-led changemaking into the institutions' culture and structure.

List of Key Activities Undertaken by the YES Network to Transform an Institution into a Changemaker Campus

Activity	Description
Introduction of Changemaker Project	The Changemaker Project kicked off by seeking expressions of interest from the public and private universities of Pakistan for participating in the 'Changemaker Project.' The YES Network introduced the "Changemaker Project" to 80 leading universities of Pakistan. The project goals and objectives inspired many universities to join the project. The YES Network received expressions of interest from 70 universities from across Pakistan. These universities represent a good mix of both public and private universities.
Meeting with Top Leadership of Universities	To determine the level of awareness and interest in launching and implementing the Changemaker Project, a series of exploratory meetings were held with the top leadership of the interested universities. The exploratory meetings played a lynchpin role in enhancing the motivation, clarifying role and responsibilities of each partner, strengthening relationship, explaining benefits and gaining commitment. The YES Network conducted 183 meetings with the top leadership (including vice chancellor of universities, head of depts., deans) of universities.
Formation of Changemaking Team	The next step focused on building a changemaking team at each institution level. All the interested universities were encouraged to nominate a team of 4 members comprising of faculty members and students to serve as a trail blazer within the university. Universities were encouraged to select those people in their teams that have interest or background in the field of social entrepreneurship and social innovation.
Changemaking Campus Scan	41 universities underwent the Changemaking Campus Scan, which is an inventory tool designed as a structured process to assess the changemaking ecosystem at the institution, catalyze deeper commitment among social innovation champions, generate new insights and ideas about how to advance social innovation and social entrepreneurship education and opportunities.
Training of Trainers for Faculty Members and Students	The YES Network carried out 48 Training of Trainers for 839 faculty members and students. The purpose of the creating a changemaking team within each university was to create a core team, who have relevant skills in planning, designing, supporting

	and organizing social entrepreneurship trainings in their institutions for the positive development and engagement of young people. These trainings provided knowledge, skills, connections and resources to participants to play an instrumental role in advancing the movement of Youth-led Changemaking in their institutions. These trainings were highly appreciated by the faculty members and students.
Seminars on Youth-led Changemaking	A series of seminars on the concept of youth-led changemaking were organized in several universities with the aim to inspire young people to become changemakers and to participate in the Changemaking Intelligence Test/Competition. These seminars were attended by over 5543 students. These seminars were carried out by YES directly and indirectly (through trained staff and students). The YES Network conducted 82 direct seminars.
Changemaking Competitions/Intelligence Test	The YES Network carried out Changemaking Intelligence Test/Competition in universities to provide young people with opportunities and support (financial and technical) to drive change in their communities. The Changemaking Intelligence Test/Competition also encouraged students to think creatively and innovatively in designing a solution for addressing a problem, and to motivate them to make money while also making a difference. The YES Network engaged 2,606 students directly (996 male and 1610 female students) in Changemaking Intelligence Test/Competition to help young people discover their inherent changemaking intelligence.
Award Ceremonies	YES organized 53 award ceremonies to acknowledge the efforts of faculty members and students in advancing concept of Youth-led Changemaking at their campuses. These ceremonies were attended by political leaders, heads of local and internationally organizations, media representatives, parents, faculty members and students.
Integration in Curriculum	The YES Network provided technical assistance to many universities in embedding the concept of changemaking (social innovation, youth entrepreneurship and social entrepreneurship) in the curricula and culture of the institution.



CHAPTER III

Outcomes and Impact

The aim of this chapter to present analysis of data collected through qualitative and quantitative methods. The analysis here is divided into several sub-sections to truly capture the various dynamics of the work of the YES Network Pakistan.

Relevance

A first part of relevance analysis in any training or capacity building project, is to see how the participants felt about the contents. In this regard, this report benefits from the data involving evaluations of all sessions. The relevance analysis here is limited to the surveys filled by 1,570 participants of the Changemaking Competition organized by the YES Network’s ten partner institutions (see Figure 1). These surveys were filled by 401 male and 1,156 female participants, excluding 13 who did not answer the gender question. In terms of age, 979 were between 10-20, and 484 between 21-25 (see Figure 2).

Figure 1: Evaluation surveys

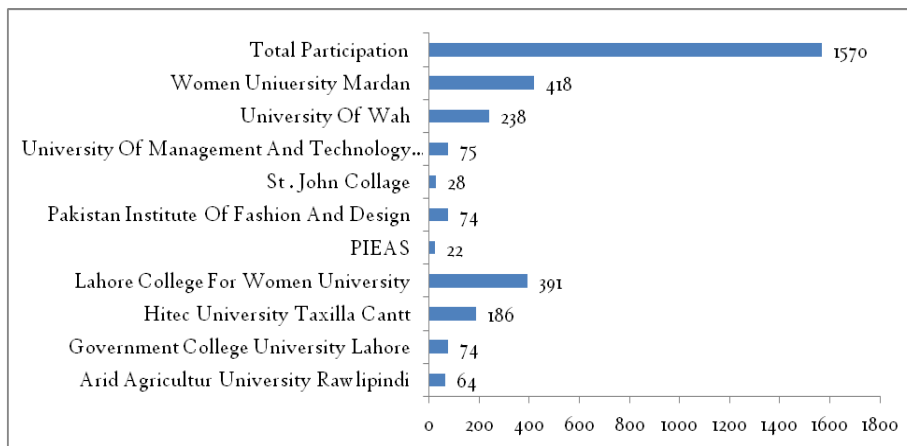
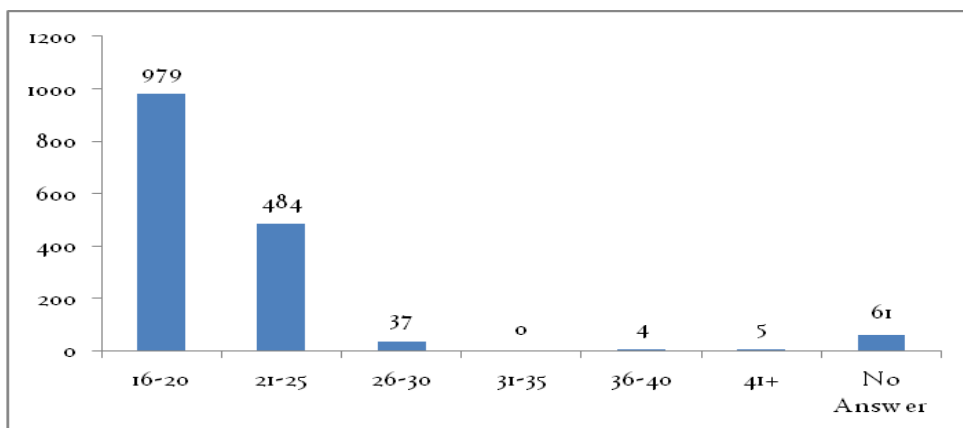
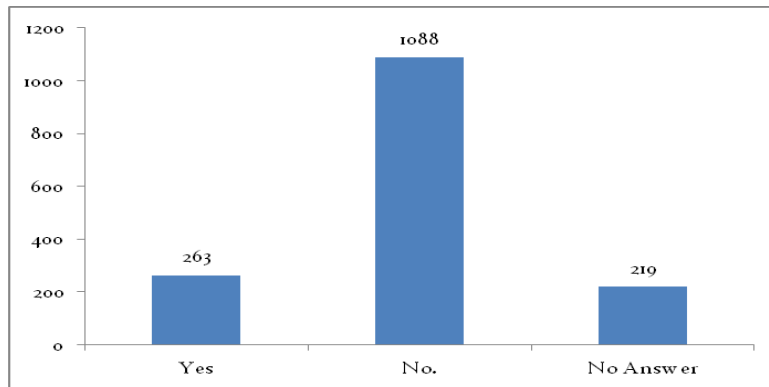


Figure 2: Age of respondents



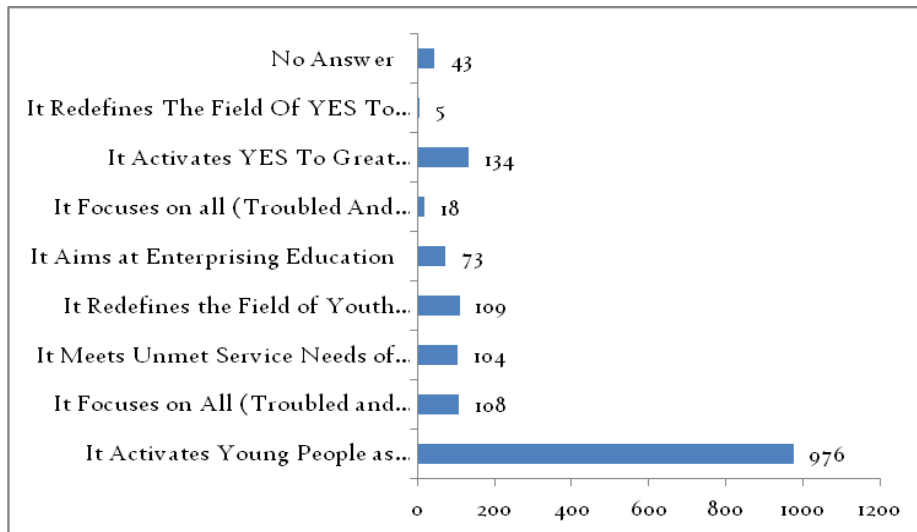
For the majority, it was their first-time exposure to the idea of changemaking as can be seen through their responses presented in figure 3 below. The majority (1,186) said that they liked the concept of youth-led changemaking ‘to great extent’ and 349 said ‘to some extent’. There were 24 who did not answer this question and only 11 who reported that they did not enjoy learning about this concept.

Figure 3: Did you attend any session on youth-led changemaking before?



It was important to understand what particularly the participants liked in terms of youth-led changemaking. As can be seen in the data (figure 4), the majority liked the idea of activating young people as changemakers.

Figure 4: What did you like the most in the youth-led changemaking concept?



To see how effective the sessions were in motivating young people, they were asked if they feel inspired now. An overwhelming majority of 1,032 said they are inspired to a great extent and 498 said ‘to some extent. Their level of motivation was also very high as the majority wanting to either ‘immediately’ or ‘soon’ start their changemaking journey (see Figure 6). A participant shared in an interview that he joined the project when he saw it as an opportunity to groom his business mind further. He had an idea but did not have the knowledge to implement

that. The changemaking competition enabled him to implement his business idea.¹ Many others also shared the same opinion that they wanted to know more about entrepreneurship and therefore fully grabbed the opportunity through the YES Network.

Figure 5: Are you inspired to become a changemaker?

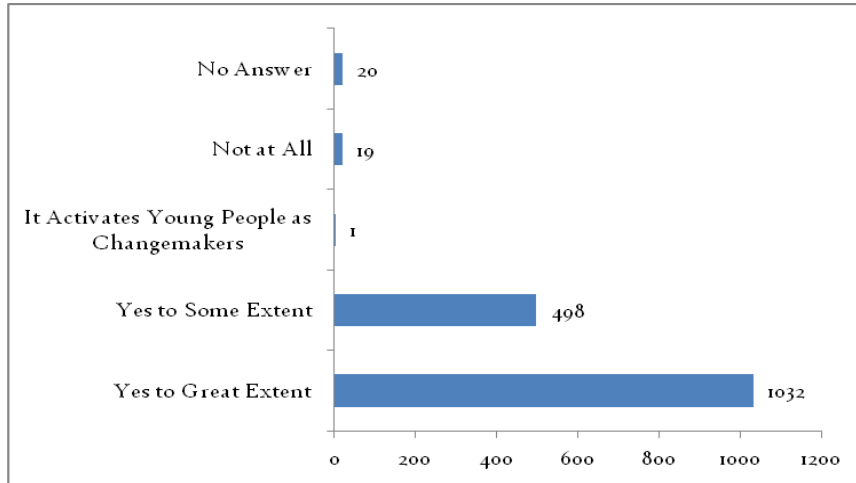
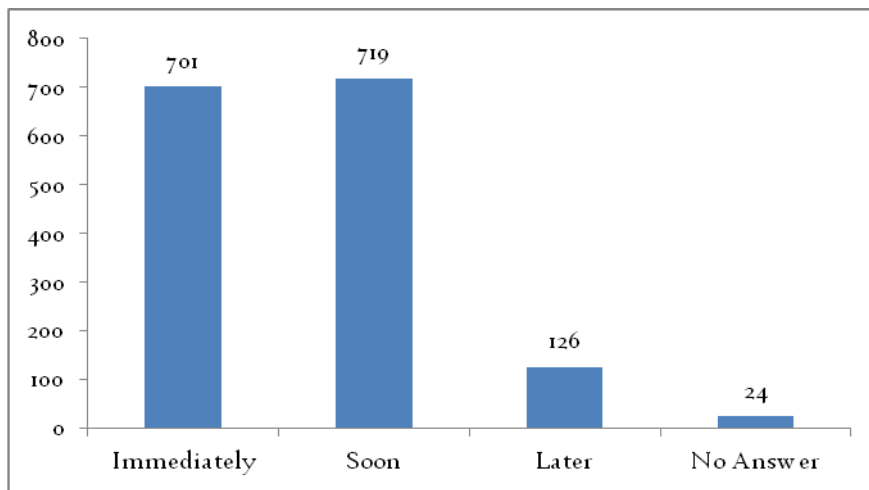


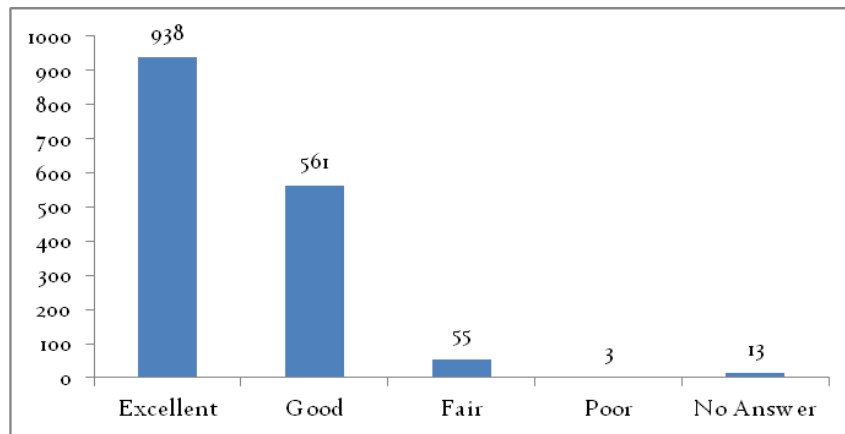
Figure 6: When will start your changemaking journey?



In terms of the delivery, the sessions were found very useful by the participants (see Figure 7). This is partly due to the contents alone and organization but also because of the knowledge of speakers (see Figure 8). The majority (1,337) of the participants felt that the time allocated for these sessions was sufficient. Only 180 said that the time was not enough: among these 113 said that the time should be increased. Finally, most of the participants, 1,142, said they would recommend these sessions to their friends and colleagues.

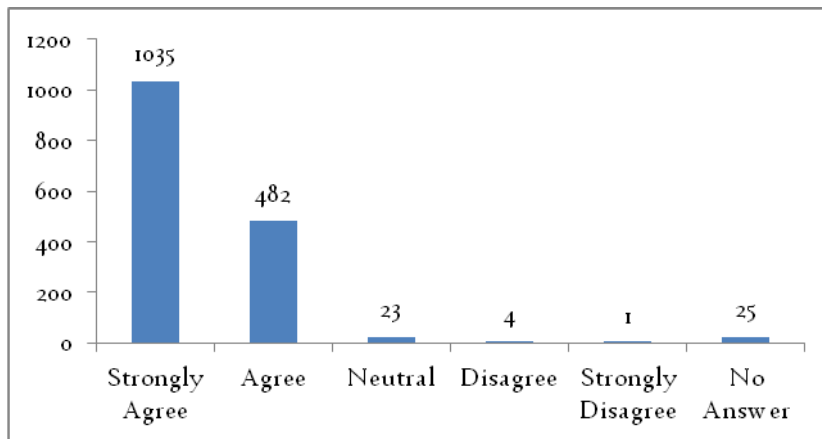
¹ Ahmad Faraz, personal communication, 7 August 2020.

Figure 7: How did you find the sessions?



What was appreciated the most by the participants were the contents and the ability of the speakers to effectively deliver those contents. A student at the University of Management Technology who plans to open a restaurant shared that the sessions were “amazing”. She further added, “I would just like to thank Mr. Ali Raza for presenting an opportunity through which we can show people that we are talented and capable and that we can do anything if we are trusted enough”.² Another participant wanted to give a message to other people of his age: “My message to the youth is to take part in such competitions so you can get the skills and experience that a classroom cannot give you”.³

Figure 8: Knowledge of speakers



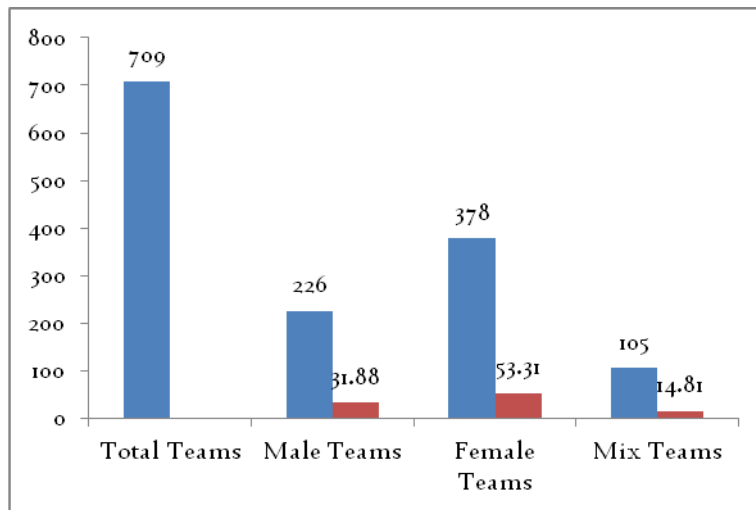
² Rimsha Khan, personal communication, 28 July 2020.

³ Danish, personal communication, 28 July 2020.

Effectiveness and Efficiency

For this report, some key figures were collected from the partner 43 partner universities and it was found that all those institutes were in profit. There were 709 teams in all universities and the organization prioritized and encouraged more female teams (see Figure 1). It was also found that some teams had quit and those included 35 male and 38 female teams. Due to this the number dropped from the total registered to 626, including 191 male, 340 female and 95 mix teams. Across all the institution, there were 1,594 (61.17%) females and 1,012 (38.83%) females that participated in the project.

Figure: Gender composition of the total number of registered teams



In any project like this, it often comes down to investment and profit. As can be seen through the data in Figures 2 and 3, the investment on return has been high (106.78 percent). This data captures not just the effectiveness but also the efficiency of university level student teams that have been able to generate profit.

Figure 2: Investment versus profile ratio

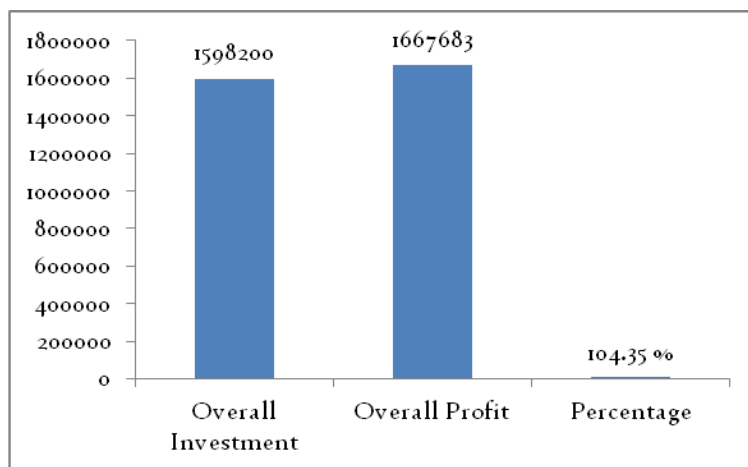
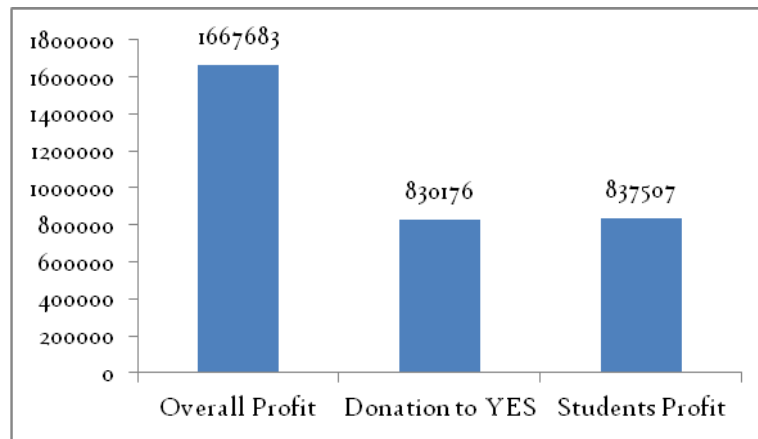
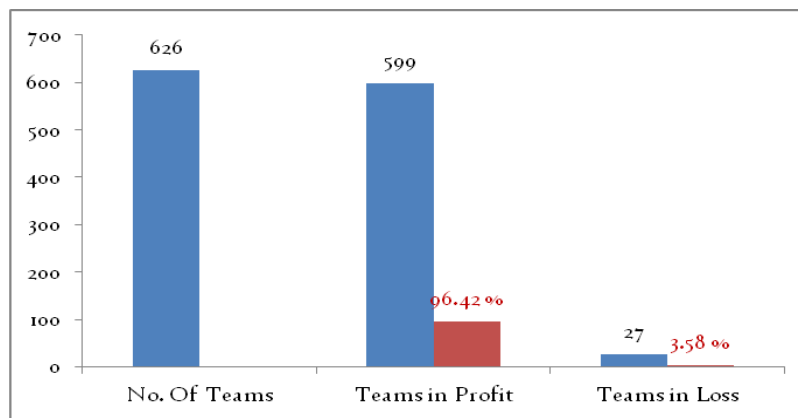


Figure 3: Distribution of profit



As far as the efficiency of teams is concerned, it is important to see how individual teams were performing. The data suggest that most of the teams were very efficient. As can be seen through the data presented in Figure 4, 4,599 teams were in profit and only 3.58 percent in loss. In terms of the gender dimension, it was interesting to notice that more female teams (95.88%) were in profit compared to 94.76 male teams. This also means that 4.29 percent female teams and 5.24 percent male teams were in loss. Overall, the mixed teams performed the best with 96.84 percent team out of 95 mixed teams making profit.

Figure 4: Profit and loss ratio of teams



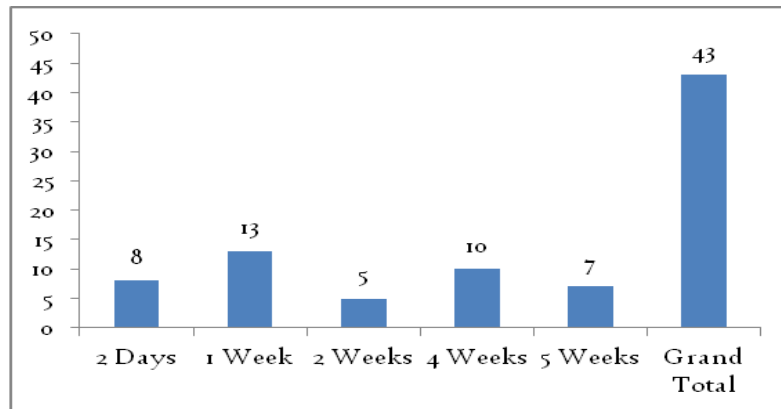
The interview data also reflected that young participants from across the country were successful in their endeavors. The change was felt by the individuals who normally experience difficulties due to their traditions or gender. A young girl from Mardan said that she is the first women to start business in her area.⁴ She further added that “YES Network provides young students multiple opportunities and is a platform that helps them grow. I would really want YES Network to spread out in places that are not very developed so they can scout the talent there and give them the opportunity”. This opportunity for herself has enabled her to take care of herself and her siblings.

⁴ Sehar, personal communication, 19 August 2020.

Impact

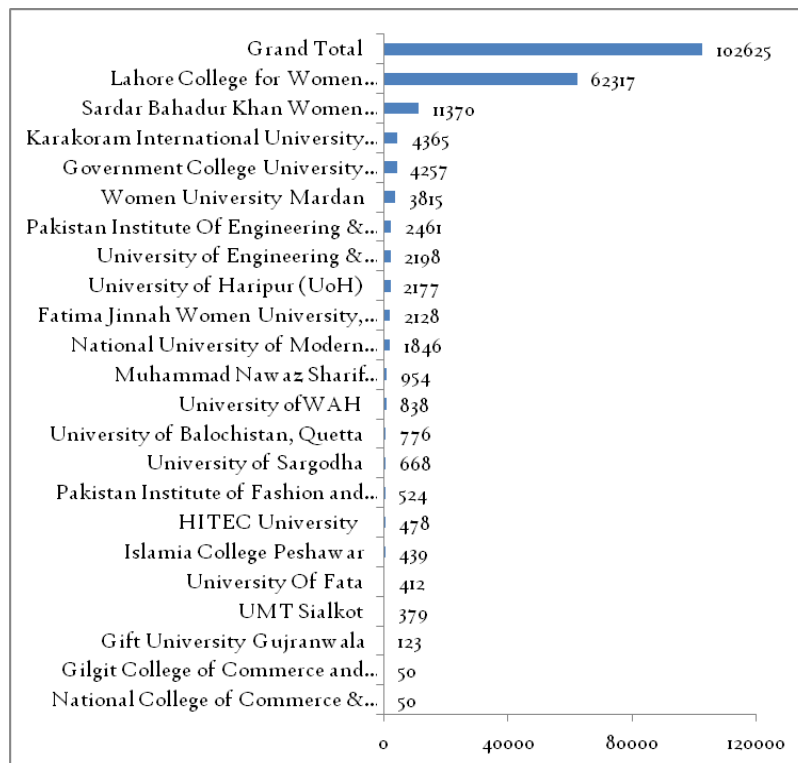
The impact of the project can be measured through multiple means but here the focus will be on first the competitions, institutions and then on the individuals. This will also then nicely lead the discussion to the sustainability aspect in the next section.

Figure 5: Duration of the competition



Another aspect of impact is the project outreach. Remarkably this project has reached to students across Pakistan through various partner institutes who have been fully supportive of the project as can be seen through their letters of support attached at the end of this report. As can be seen through Figure 6, the level of activity has varied across different institutions.

Figure 6: Institutions and participants



Another important aspect of the project is its growth ever since its start in 2014. As can be seen in table 1, there has been a significant growth since 2014 through the creation of more and more team with a peak of 155 teams in 2017. Despite the pandemic and negative effects, the project has continued during 2020 through the creation of 15 more teams.

Table 1: Performance analysis during 2014-2020

Years	No. Of Teams	No. of Teams in Profit	No. of Teams in Loss	Quit Teams
2014	73	72	1	0
2015	20	20	0	0
2016	75	71	3	1
2017	155	132	7	16
2018	126	118	4	4
2019	221	171	12	38
2020	15	15	0	0
Grand Total	685	599	27	59

Sustainability

To demonstrate that the YES Network interventions are sustainable in partner universities, the research reached out to a select group of universities to gauge views of faculty members to see how they view this project. In this process, the researcher received reports from 20 universities. This section presents in-depth discussion held between researcher and selected representatives of universities that have carried out the Changemaker Project at their campuses. Overall, the interviewed participants said that their institutions provided them with whatever support needed and possible. Uroshiha shared, “I think my institution did their best pushing me to my boundaries to figure out my capabilities.”⁵ There were also a couple of participants who reported the lack of institutional support. Danish for example revealed, “When I won the competition, we were supposed to go to Islamabad for round 2, but my institutions did not even tell me that I won. Soon, I got a call from the British Council informing me”.⁶ Iqra Jamil, a graduate of the Lahore College University, shared that “some teachers were very supportive while others did not exactly show the level of support”.⁷ A key aspect of sustainability is also how various individuals have been able to sustain their original ideas by earning a reasonable amount of earning. Many have expanded their original ideas into professions for them. Uroshiha for examples earns 6-7 million PKR per month from her organic food venture.⁸ Another youngster who is in the food business, shared that he earns PKR20,000 per month but he has plans to expand his business.⁹ There are some who were cautious and still aiming to improve their business or entrepreneurial skills before starting something.¹⁰ Another aspect that demands attention is the ability of participants to benefit from timely opportunity as many of them now have business oriented minds and are always looking for new business ideas. Here the example of Sayeeda is important because she saw an opportunity in the

⁵ Uroshiha, personal communication, 19 August 2020.

⁶ Danish, personal communication, 28 July 2020.

⁷ Iqra Jamil, personal communication, 19 September 2020.

⁸ Uroshiha, personal communication, 19 August 2020.

⁹ Abdullah, personal communication, 19 August 2020.

¹⁰ Rimsha Khan, personal communication, 28 July 2020.

context of COVID-19 and now through her library provides awareness in terms of using sanitizers, gloves and masks. This campaign has helped her library through more memberships.¹¹

Response from selected universities

To enrich the analysis, it was deemed important to contact some randomly selected partner universities for their views in terms of their collaboration with the YES Network Pakistan. As will be demonstrated through the statements of project coordinators in those universities, they have overwhelmingly positive views of how the concept of Youth-led Changemaking has helped their students in terms of implementing new ideas.

I. Women University Mardan (WUM)

The Women University of Mardan (WUM) is the first women university in the Mardan district. It was established in July 2016. YES Network Pakistan was the first organization to introduce the concept of Youth-led Changemaking at WUM. YES began its activities by holding a meeting with the top leadership (VC, Head of Departments) of the university. The outcome of the meeting was a complete consensus on launching the Changemaker Project at WUM. It was decided to kick-start the process by holding a seminar on Youth-led Changemaking with the faculty members and students of all disciplines. The seminar went very well. It created a very positive impact on students and faculty members. The success of the seminar can be gauged by the fact that 17 student teams decided to begin their changemaking journey immediately by participating in the Changemaking Intelligence Test. Despite the fact that it was the first time that female students were asked to form teams and create a social and economic value in society, almost all the female student teams were able to create social and economic impact. The seminar and Changemaking Intelligence Test were very successful in developing the desire among female students to become a changemaker. The Changemaking Intelligence Test activated so many female students as changemakers for the first time in their lives. After the session, it was decided to create a community of knowledge and practice at the university level to lead the process, therefore, a training of trainer was organized for faculty members and the top performers of Changemaking Intelligence Test on the concept of Youth-led Changemaking. YES organized a series of seminars, talks, changemaking competitions and award ceremonies to build the momentum for Youth-led Changemaking at the campus. Participation in the Changemaker Project opened many other opportunities for faculty members and students to build their capacity and generate resources. According to Dr. Hina, “Changemaker project played a key role in changing the mindset of faculty members and students towards entrepreneurship. They used to undermine their capabilities. Students were very shy to start and run an enterprise. The Changemaker project helped them to overcome their shyness and connected them to society positively.” The female students that participated in the Changemaking Intelligence Test qualified for many other regional and international opportunities. Sahar Pirzada, a student of WUM who won the Changemaking Intelligence Test of YES also got selected for the KP Challenge Award and a got grant of two million Pakistan Rupees. The Changemaker Project is still going on at the WUM. YES engages several hundred female students every year to begin their changemaking journey. The Changemaker Project has been very successful in developing a strategy for institutional change. Based on the success of Changemaker Project, the WUM has launched new initiatives and established new partnerships with several local and international organizations to create more opportunities for faculty members and students. In the words of Prof. Dr. Ghazala Yasmeen, Vice Chancellor, “The concept of Changemaking Intelligence has contributed a lot to the development of young women in our region. It has broken down traditional barriers for women. It has made young women self-reliant and job creators. Many of our students, after participating in the Changemaking Intelligence Test, have established their own businesses. The scope of Changemaking Intelligence is very large.”

Reported by Dr. Hina Jabeen, Head of ORIC

¹¹ Sayeeda, personal communication, 7 August 2020.

II. National University of Modern Languages (NUML)

NUML is one of the leading universities of Pakistan. It was established in 1969. It has eight campuses situated in the major cities of Pakistan. It offers a wide range of social sciences courses. YES launched the Changemaker Project in 2016. The top leadership of the university was looking for an opportunity to develop a coordinated effort to engage faculty members and students in creating value in society. When the idea of Youth-led Changemaking was presented to the top leadership of the university, it was highly appreciated and admired. The YES Network and NUML decided to take a whole campus approach to launch the concept of Youth-led Changemaking. It was decided that a national team comprising of faculty members from all the regional campuses of NUML will be created to deliver the project. A national level training on Youth-led Changemaking was held in Islamabad. According to Dr. Gulfam Baghoor, Focal Person, Changemaker Project, “The training was the first-ever organized effort by the university to roll out the concept of Youth-led Changemaking at all of its campuses simultaneously.” Two focal persons from each campus were identified and trained. These focal persons carried out a wide range of activities at their campuses to build the momentum for Youth-led Changemaking. A national level Changemaking Competition was organized to present an opportunity to all the students of NUML to unlock and showcase their natural abilities to bring change in society. The competition went very well. Students showed remarkable ability to design and deliver changemaking projects. Faculty members were very pleased to observe a positive change in the students. In the words of Dr. Gulfam Baghoor, Focal Person, NUML, we used to focus on ideas, the changemaker project changed our approach and we started focusing on students. We realized that students come first and ideas later. If we are able to inspire students to become a changemaker, he/she will come up with a great idea eventually.” The Changemaker Project was launched at the right time as NUML was struggling to develop a broad-based ownership and momentum for entrepreneurship activities. NUML had no shortage of human resources, physical structure, commitment to create opportunities for students and financial resources to invest but they lacked a model and strategy to galvanize all these resources for collective action. The Changemaker Project helped in aligning resources, building capacity, enlarging scope, building partnerships and creating new infrastructure to embed Youth-led Changemaking in the system. This project led to the establishment of the largest incubation cum Business Park at NUML called Business Incubation Center of NUML (BICON). It was established to nurture creative business ideas to successful start-ups. BICON has been instrumental in developing new partnerships and programs with local and international organizations. It has launched a video channel to share success stories, knowledge and opportunities with students. The Changemaker Project helped NUML to develop an institutional change approach. According to Brig Muhammad Ibrahim, Director General National University of Modern Languages, “This is a wonderful initiative. I am amazed to see the impact of this initiative. I am actually impressed by the thought and originality of the idea to engage young people as changemakers. Ali has done a marvelous service by inventing a method to channel the energies of young people in the right direction. I am grateful to my team for implementing this idea.”

*Reported by Gulfam Baghoor, Director B ICON at
National University of Modern Languages (NUML)*

III. Pakistan Institute of Engineering and Applied Sciences (PIEAS)

PIEAS is one of the oldest universities of Pakistan. It was declared as the best engineering university by the Higher Education Commission in 2012. The YES Network Pakistan launched the concept of Youth-led Changemaking at PIEAS in 2011. A meeting was held between the senior management of the university and YES to explore the possibilities of launching the Changemaker Project at the campus. The idea of Youth-led Changemaking was appreciated by the top leadership of the university. It was decided to organize a series of seminars with the faculty members and students to develop understanding about the concept and to build the momentum for the future. At that time, PIEAS was looking for a youth engagement model which is practical, direct and result oriented. The top management of the university was fully aware of the need and urgency to start a program to bring change in the mindsets of the young people but they were finding it difficult to begin the process. The YES Network Pakistan came to the scene at the right time and with a very simple and practical approach to engage students as changemakers. The YES began the activities by carrying out a series of workshops and seminars to inspire young people to become changemakers. The YES Network Pakistan carried out several Changemaking Competitions to provide an opportunity to all the interested students to experience the thrill of being a changemaker. Students showed great interest in the activities organized by the YES Network Pakistan. Students were challenged to create something meaningful with a small trust-based investment in a short period of time. These activities challenged the previous thinking of students as they used to think that a lot of funds are required to bring change in the society.

Students came up with great ideas that brought a positive social and impact on society. The YES Network Pakistan organized award ceremonies to acknowledge and reward the contributions of students and faculty members. All these activities were successful in blending the culture of the university. The Changemaker Project has offered a new vision to university and students. In the words of Dr Tayab Javed, "We used to define success of students in terms of their academic performance only, YES has challenged this definition of success and offered a new definition of success for university and students that is measured by their ability to bring change in society." The Changemaker Project has helped in opening minds, building partnerships, attracting resources and creating opportunities for students. The culture of PIEAS has started to embrace the concept of Youth-led Changemaking fully. PIEAS has assigned staff, resources and time to advance the concept at the campus. Many new initiatives and partnerships are in process of development and finalization. The top management of the university is looking for ways to design, improve and strengthen programs that can help young people to invent and innovate. According to Nasir Majid Mirza, Rector, PIEAS, "The Changemaker Project has contributed immensely to building up an entrepreneurial culture at our campus. It has enlightened us with the most effective method to engage young people as changemakers. We are truly grateful to YES."

Reported by Dr. Tayab Javed.

IV. *Pakistan Institute of Fashion Design (PIFD)*

PIFD is one of the leading institutes imparting fashion and design education in Pakistan. The YES Network Pakistan introduced the idea of Youth-led Changemaking in 2017. The senior leadership of the university expressed their interest in launching the Changemaker Project at their campus. A planning meeting was held between YES and PIFD to develop a roadmap to launch the Changemaker Project. It was decided to begin the process by organizing a training workshop for faculty members and students to create awareness about the concept and to develop the capacity of faculty members and students to lead the process. The training went very well as it generated a lot of interest among the faculty members and students. The engagement of students in changemaking was the most appreciated aspect of the training. The training helped in breaking many myths around the concept of changemaking. Faculty members and students realised for the first time that changemaking is possible by everyone. It is not about setting-up big businesses and empires, it is about thinking and acting in a manner that can benefit the society. The concept of changemaking was new for everyone. The faculty members and students showed great interest in the topic. They started looking for opportunities to drive change in society. Ms. Maria Riaz, one of the faculty members who attended the training, decided to embark upon her changemaking journey by using her illustration skills for greater good. She wrote a book on "Edhi Baba" to redefine the term superhero. The book got terrific response locally and internationally. Witnessing the impact of the Changemaker Project in the shortest period, PIFD decided to look for more opportunities to build the capacity of faculty members and students. PIFD allocated human and financial resources to inspire students to become changemakers. PIFD invited people and organizations working in the field of entrepreneurship to join hands with them to further strengthen the system. PIFD invited Mr. Ali Raza Khan, CEO, YES Network Pakistan to join the advisory body created to develop partnerships and opportunities for faculty members and students in the field of changemaking, entrepreneurship and social entrepreneurship. In the words of Mr. Agha Hasnain, Director, PIFD, "I believe it is a great concept. It has enhanced the capacity of faculty members and students. Students had a lot of volunteer experience but when they participated in the changemaking competition, it really challenged them to create both social and economic value simultaneously. We need such things in Pakistan to create social and economic activity to overcome social and economic problems."

Reported by Agha Hasnain, Director PIFD

V. *Heavy Industries Taxila Education City (HITEC)*

HITEC was established in 2007. It is a private university located in Taxila. The Changemaker Project was launched at HITEC in 2015. The YES Network Pakistan received an expression of interest from HITEC to participate in the Changemaker Project. At that time, HITEC was looking for an opportunity to build and improve its student engagement program. The top leadership of the university appreciated the idea of engaging students in changemaking to meet the needs of the society. A meeting was held between Brig (r). Qamad Zaman, Vice Chancellor, HITEC and Mr. Ali Raza Khan, CEO, YES Network Pakistan to exchange ideas about the launching of Changemaker Project at the HITEC. It was decided in the meeting that a training workshop will be held for the

staff members to equip them with the knowledge and skills of engaging students in changemaking. Ms. Huma Fawad was selected as a focal person from HITEC university to assist the YES Network Pakistan in carrying out the activities. A 4-day training workshop was organized for faculty members and students at HITEC. The training helped the participants to acquire new knowledge and skills about youth engagement approaches. Participants showed great interest and enthusiasm in learning about the concept of changemaking. After the training, a series of seminars were organized to inspire young people to become changemakers. The seminars were very helpful in dispelling misconceptions about the concept of changemaking. After creating awareness about the concept of Youth-led Changemaking through seminars, YES organized changemaking competitions to provide practical opportunities to students to create social and economic value in society. Students came up with great ideas to bring change in society. The Changemaker Project was very successful in developing a changemaking mentality. The project helped in identifying areas for improvement and setting a new direction of university. The project created a very positive impact on students. In the words of Ms. Huma Fawad, HITEC, "Students became more empathetic. I saw a visible change in the mindset of young people. They were changed from inside." The project was successful in breaking the old paradigm. Soon after the launching of the Changemaker Project, HITEC launched a community service program for students. Students were asked as part of the curriculum to create social and economic value. A 45-hour course has been started. A series of new activities started to build the field. The Changemaker Project was very successful in breaking the old paradigm.

Reported by Ms. Huma Fawad

VI. Karakoram International University (KIU)

KIA was established in 2002 in Gilgit. The YES Network Pakistan launched the Changemaker Project at the KIU in 2014. KIU sent an expression of interest to YES for participation in the Changemaker Project. A meeting was held between the faculty members and YES staff to develop a joint action plan for the launching and implementation of the Changemaker Project. A changemaking team composed of faculty members and students was formulated to coordinate the activities at the campus. The changemaking team was provided an extensive training of 50 hours on the concept of changemaking and social entrepreneurship in Islamabad. The training was found extremely useful and relevant. After the training, the changemaking team organized a series of orientation sessions with the faculty members and students to encourage them to become changemakers. A changemaking competition was also organized to provide an opportunity to all the interested students to practice changemaking skills. Students carried out very impressive changemaking projects. The changemaking competition inspired the students of many other disciplines to participate in it. It was interesting to note that students from other disciplines performed better than students of business studies. It was refreshing and mind opening to see students of other disciplines performed so well. Many students decided to continue their projects after the competition. An award ceremony was held to showcase the changemaking projects of students to faculty members, students and local community stakeholders. KIU received a very positive response from everyone. The interest and performance of students was an eye opener for everyone at the campus. After seeing the results and impact of changemaker Project, the KIU decided to invest more resources and energies to advance the concepts of entrepreneurship and social entrepreneurship at the campus. The Changemaker Project made us realize that it would be a big mistake to restrict students to studies and classrooms only. We should provide them practical opportunities to bring change in society. It is not enough to prepare students for future leadership roles, but we must see young people as a resource now. The Changemaker Project changed our way of thinking about young people. We used to design preventive interventions for young people. We never realized that young people could contribute so much during studies too. After the Changemaker Project a lot of concrete steps have been taken to provide students opportunities for changemaking. New courses, infrastructure and partnerships have been formed. I believe Youth-led Changemaking is the future of any nation. If we want to predict the future of any nation, we need to see the level of engagement of its young people in changemaking.

Reported by Mr. Muhammad Ilyas

VII. *Fatima Jinnah Women University (FJWU)*

FJWU is regarded as the first women university in Pakistan. It was established in 1988 in Rawalpindi. Female students come from all over the country to study in this prestigious university. The YES Network Pakistan launched the Changemaker Project in FJWU in 2016. A meeting was held between the top management of FJWU and YES to discuss the possibilities of launching the project at the campus. The idea of Youth-led Changemaking was appreciated by the top leadership of the university. As the concept of Youth-led Changemaking was a new one for the faculty members and students, therefore, it was decided to organize a four-day training workshop for the faculty members and students at the campus. The training was attended by the representatives of different departments and students. The training was very successful in generating interest among faculty members and students to further excel in the area. During the training, students were engaged in a Changemaking Intelligence Test to measure their ability to drive change in society. Students demonstrated extraordinary abilities to design and deliver changemaking projects. Considering the impact of a four-day training workshop on faculty members and students, FJWU decided to launch a series of seminars and changemaking competitions at the campus. The YES Network Pakistan also organized award ceremonies to acknowledge the contributions of faculty members and students. All these activities contributed immensely in changing the mindset of faculty members and students. The desire to further grow in this untapped area was increased resulting in the launching of many new activities and programs for the students. In the light of this successful experience, FJWU decided to invest more resources and energies to facilitate students to become changemakers. New courses and activities were introduced. New partnerships were established. The ORIC department of the FJWU was strengthened. In the words of Prof. Samina Bukhari, Registrar, FJWU, "The Changemaker Project has awakened dormant abilities of our students. I believe politicians should come and see what real change means. This initiative has broken down many structural, cultural and attitudinal barriers to build a changemaker campus. It is very practical, tangible. I am grateful to Mr. Ali for bringing a new vision to our campus."

Reported by Prof. Dr. Azra Yasmin , Dean,
and Prof. Samina Bukhari, Registrar, FJWU

VIII. *Lahore College for Women University (LCWU)*

LCWU was established in 1922. It recruits students at the Intermediate, Graduate, Masters and PH.D. levels. The Changemaker Project was launched at LCWU in 2015. The story goes that Mr. Ali Raza Khan, CEO, YES was invited to deliver a lecture at the LCWU on Youth-led Changemaking. During the lecture, Mr. Ali shared the Changemaker Project with the faculty members and students. The head of departments and students showed great interest in the project. A follow-up meeting was held with Mr. Ali to learn more about the Changemaker Project. The meeting was attended by the head of departments. It was decided to organize a series of talks, seminars and changemaking competitions with students to inspire young people to become changemakers. These activities went very well. It created a very positive impact on students. The senior leadership was very impressed by the approach of YES to activate students as changemakers. Witnessing the success of these activities, LCWU decided to organize an extensive training for the faculty members to learn about the concept and to encourage students to participate in the Changemaker Project. The YES Network Pakistan engaged several hundred female students in Changemaking Intelligence Test/Competitions with 94% success rate. The top leadership of the university decided to sign a MOU with YES to continue the activities of Changemaker Project. The Changemaker Project was very successful in shifting the focus of LCWU to Youth-led Changemaking. LCWU decided to develop and strengthen its existing programs in the light of this experience. LCWU allocated staff, resources and infrastructure to expand the program. LCWU established new partnerships with local and international organizations. LCWU got selected for grants and mentoring programs. LCWU has continued its relationship with YES to provide more opportunities to students and faculty members. The best thing about the Changemaker Project was that it inspired students and faculty members of many other disciplines to participate in it. Ali has invented a simple method to activate young people as changemakers. In the words of Prof. Dr. Farkhanda Manzoor, Vice Chancellor, LCWU, "It is amazing to see how several hundred young girls that have never participated in the value creation before were able to use their innate resources to add value in the lives of other. I am truly inspired by Ali's model as it shows how to harness the potential of young people."

Reported by Ms. Tayyaba

IX. University of Agriculture Faisalabad (UAF)

The UAF was established in 1906 as the first major institution of higher agricultural education in the undivided Punjab. It accommodates over 15000 students. It was the first university where the Changemaker Project was launched in 2010. The YES Network Pakistan and UAF signed a MOU in 2010 to establish a formal working relationship to launch the Changemaker Project. Dr. Ashfaq Ahmed Maan was appointed as the focal person by the UAF to assist YES in the implementation of the Changemaker Project. YES carried out a wide range of activities such as a) sensitizing and building capacity of faculty members; b) developing entrepreneurial drive among students (raising awareness and motivation); c) training students in the skills they need to begin their changemaking journey; d) providing practical opportunity to students to use their undiscovered entrepreneurial talents and e) integrating the concept of social entrepreneurship in the curriculum. The project was very successful in achieving its objectives and notable positive results. The project created in a short period a healthy institutional and social environment to support the practice of Youth-led Changemaking. It appealed to many students to develop entrepreneurial mindsets, behaviours and skills. The Changemaker Project built a strong community of practice and knowledge that is engaged in improving the ecosystem that supports social entrepreneurs. The integration of the concept of youth entrepreneurship and social entrepreneurship in different disciplines of the University of Agriculture, Faisalabad provides solid evidence of the success of the Changemaker Project. In the words of Dr. Ashfaq Maan, “We are grateful to YES Network Pakistan from the bottom of our heart for playing a leadership and catalytic role in introducing and institutionalizing the concept of youth entrepreneurship in UAF. We look forward to building our capacity in this exciting field.”

Reported by Dr. Ashfaq Maan

X. University of Management Technology (UMT)

The UMT is one of Pakistan's leading private universities located in Lahore. It was established in 1990. In 2011, a Centre for Entrepreneurship and Innovation (CENTIN) was established in UMT to engage students in entrepreneurial avenues. Mr. Ali was invited for a talk on Youth-led Changemaking in UMT to sensitize and inspire young people, faculty members and students to become changemakers. The talk went very well. It created a new understanding and vigour among faculty members and students to further explore the area. The YES Network Pakistan and CENTIN signed a MOU in 2013 to formalize their relationship and to launch a series of activities in the field of Youth-led Changemaking. The YES Network Pakistan carried out a series of activities in the UMT to create awareness among faculty members and students in changemaking. Mr. Ali was invited to speak at several local and international events. The YES Network Pakistan launched several changemaking competitions to engage students of all disciplines in changemaking activities. These competitions created a very positive impact on students. Students were excited to discover their inherent changemaking power. The YES Network Pakistan provided technical assistance to UMT in developing and improving their programs for the engagement of young people. The YES Network Pakistan connected UMT with several international organizations such as the British Council and Ashoka. YES invited Mr. Rashid Hussain, Director, CENTIN to participate in a policy level discussion with Ms. Baroness Sayeeda Warsi, UK Senior Foreign Office Minister. UMT was also provided an opportunity to participate at ASHOKAU event in Washington, DC to connect with the leading universities of the world working to advance the agenda of social entrepreneurship and innovation. In the words of Mr. Rashid Hussain, “CENTIN has achieved several milestones due to its collaboration with YES Network Pakistan. The YES Network Pakistan has brought a true change in the working dynamics of the centre. The YES Network Pakistan has attracted the top leadership, faculty members and students successfully.”

Reported by Dr. Rashid Hussain.

XI. Muhammad Nawaz Sharif Agriculture University Multan (MNSUAM)

MNSUAM is a public university located in Multan. It was established in 2012. The Changemaker Project was launched at MNSUAM in 2016. The MNSUAM sent an expression of interest to YES for participating in the Changemaker Project. A meeting between Prof. Dr. Asif Ali, Vice Chancellor, MNSUAM and Mr. Ali Raza Khan, CEO, YES Network Pakistan was held to introduce the Changemaker Project. The meeting was successful in securing support from the senior management of the university. It was decided in the meeting that YES will carry

out an awareness campaign in the university to raise awareness about the concept of Youth-led Changemaking. A team composed of faculty members and students were formed at the MNSUAM to coordinate activities with YES. The Changemaker Project began by carrying out a campus scanning to measure the current level of knowledge, skills and opportunities available at the campus. After the training, a series of seminars were held to inspire students to become changemakers. A training workshop for the senior faculty members and students was held to break myths about the concept of Youth-led Changemaking. The YES Network Pakistan launched several changemaking competitions to engage students in changemaking. These activities created an enabling environment for Youth-led Changemaking. New activities, programs and courses were started at the campus. Many students who were engaged in Changemaking Intelligence Test/Competition continued their projects successfully. The YES Network Pakistan brought international experts at the MNSUAM to share their knowledge and skills with the faculty members and students. All these activities led to the development and improvement of youth engagement programs. In the words of Mr. Usman, Focal Person, Changemaker Project at MNSUAM, “The Changemaker Project brought a new vision to the campus. It offered opportunities for changemaking to students of all departments. It helped students to learn how to add value in society in the most practical manner. It has increased the confidence of students to meet the needs of the society. “MNSUAM is making serious efforts to make it compulsory for every student to have at-least one changemaking experience during studies”.

Reported by Muhammad Usman, Lecturer, MNSUAM

XII. Sukkur IBA University

The Sukkur IBA University is a higher education institute. It was established in 1994. The Changemaker Project was launched at the Sukkur IBA University in 2011. The idea of Youth-led Changemaking was introduced to the university at a time when the university was planning to launch a Center for Entrepreneurial Leadership and Incubation. The YES Network Pakistan organized a training for the senior faculty members of the university in Islamabad to introduce the idea of Youth-led Changemaking. The training was designed in a manner to equip faculty members with the knowledge and skills to plan and implement Youth-led Changemaking program. The training provided important insights and resources to participants to build and improve their existing programs. After the training, faculty members went back and carried out sensitization sessions with the faculty members and students to gain their support and feedback. The Sukkur IBA University took a big step forward by establishing a Center for Entrepreneurial Leadership and Incubation at the campus in 2012. It was the first-ever organized effort by the university to facilitate students to become changemakers. This centre was successful in translating new ideas of students into economically viable products and services. This centre started offering a wide range of services to students that include training, financial assistance, mentoring, space and linkages with public and private sector organizations. A series of activities were carried out by the university to build an effective eco system for the support of Youth-led Changemaking at the campus. These activities include development of incubation centre, curriculum, research projects and conferences and outreach programs. The YES Network Pakistan organized an award ceremony to acknowledge the contributions of faculty members and students. The top leadership of the Sukkur IBA University is now fully convinced that entrepreneurship is the solution for youth employment and for economic development of the country.

Reported by Mr. Iftikhar Ahmad

XIII. University of Balochistan (UB)

The UB is the oldest educational institution of the Balochistan province. It was established in 1970. The YES Network Pakistan received an expression of interest from the UB in 2014 for participation in the Changemaker Project. The YES Network Pakistan team made a visit to the UB to provide a detailed orientation about the project. The YES Network Pakistan asked the top leadership of the university to nominate a team consisting of senior faculty members and students to attend a Training of Trainer (ToT) in Islamabad and to lead the project at the campus. The YES Network Pakistan organized a 50 hours TOT for faculty members and students in Islamabad to equip them with knowledge and skills of starting and implementing a Youth-led Changemaking Program. The faculty members and students found the training very useful. Upon return, these faculty members and students ran several trainings workshops for faculty members and students to pass on the newly gained knowledge and skills. The changemaking team carried out a changemaking competition at the campus to engage students in identifying

and addressing social problems. The changemaking competition went very well. It generated a lot of interest among faculty members and students to further explore the topics of changemaking, entrepreneurship and social entrepreneurship. In the words of Dr. Sana, Professor, UB, “The Changemaker Project helped us to align our structures and processes. Our faculty got the motivation and direction to lead the process by them. Our students participated in the activities enthusiastically.” The UB has launched several initiatives to build up the momentum created by the Changemaker Project. It has launched an “Invention to Innovate Program” to provide an opportunity to students every year to showcase their ideas. We have included the concept of entrepreneurship and social entrepreneurship in the curriculum.

Reported by Dr. Sana

XIV. *The University of Haripur (UOH)*

The UOH is a public university located in Haripur. It was established in 2008. The YES Network Pakistan launched the Changemaker Project at UOH in 2016. A meeting between the senior leadership of YES and UOH was held to exchange views about the Changemaker Project. The senior management showed great interest in the topic of changemaking and social entrepreneurship and offered complete support to implement the Changemaker Project at the campus. It was decided that a seminar will be held at the campus to launch the Changemaker Project. The seminar went very well as it inspired many faculty members and students of different disciplines to further explore the topics of Youth-led Changemaking and social entrepreneurship. The YES Network Pakistan organized a four-day training to empower faculty members and students with the knowledge, skills, confidence and motivation to create change for greater good. After the training, a changemaking competition was held to provide an opportunity to students to practice changemaking skills. Students of different departments participated in the changemaking competition. Students showed remarkable ability to spot opportunities to create social and economic value. These activities resulted in changing the mindset of students, shifting the focus of the university to social change and identifying areas for future action. The UOH decided to incorporate the concept of social entrepreneurship in the curriculum of the BBA program soon after the above-mentioned activities. In the words of Mr. Imran Qadir, “The Changemaker Project was very successful in introducing and integrating the concept of social entrepreneurship at the UOH. The project demonstrated a simple method to unlock the changemaking potential of students. Faculty members were very impressed by the teaching and engagement methodologies of YES.”

Reported by Imran Qadir

XV. *Sardar Bahadul Khan Women’s University (SBKWU) Quetta*

The SBKWU is a public university. It came into being in 2004. It offers a wide range of degree programs in arts and sciences. The YES Network Pakistan launched the Changemaker Project at the SBKWU in 2014. The SBKWU was going through a difficult period at that time due to a terrorist incident occurred recently which took several innocent lives. Faculty members and students feared participating in any public activity. The YES Network Pakistan decided to take a very cautious approach to launch the Changemaker Project. The YES Network Pakistan organized a training workshop for the staff members and students of the SBKWU in Islamabad. The purpose of the training was to build the capacity of the staff in the field of changemaking and to find a way to help students to reintegrate into the society socially and economically. After the training, the trained staff went back and organized a series of workshops to motivate female students to become changemakers. These sessions helped students to reimagine their future. A changemaking competition was organized to help female students to create, invent and innovate. Students were provided technical and financial assistance to carry out changemaking projects. Students designed and delivered several innovative projects. The changemaking competition was successful in restoring the confidence of students. An award ceremony was held after the changemaking competition to appreciate the efforts of faculty members and students. The Changemaker Project played a very crucial role in reconnecting students with the society. After the changemaking competition, students continued their changemaking projects and received technical and financial assistance from SMEDA and other sources. The SBKWU also established an “Uraan” centre to showcase the products and services of the students.

Reported by Shazia

XVI. Federal Administered Tribal University (FATA) University

FATA University is a public sector university located in Akhorwal, Darra Adam Khel, FR Kohat, It was established in 2016. The YES Network Pakistan launched the Changemaker Project in FATA University in 2018. A meeting was held between Dr. Prof. Dr. Muhammad Shah, VC, FATA University and Mr. Ali Raza Khan, CEO, YES Network Pakistan. The purpose of the meeting was to introduce the Changemaker Project and to explore the possibilities of launching it. The idea of activating students as changemakers, transforming campus culture and leading society towards a better future was highly appreciated by the senior management of the FATA University. It was decided to launch the Changemaker Project through a seminar which will be attended by the faculty members and students of all disciplines. The first seminar on changemaking went very well. The faculty members and students showed great interest in the topic and expressed their desire to participate in future activities. Considering the success of the seminar and request of students YES launched a changemaking competition at the FATA University to provide students a practical opportunity to drive change. The changemaking competition went very well as almost all the student teams were able to create social and economic value. Students designed and delivered many need-based changemaking projects in their communities. The changemaking competition helped students to develop a desire to become a changemaker. The YES Network Pakistan organized an award ceremony for the students to acknowledge their contributions and efforts. In the words of Prof. Ghulam Mustafa “YES gave us the best example of how to engage students as changemakers. The best thing about Youth-led Changemaking is that it teaches young people to start small and think big. Students used to think that they need to have a lot of money to start their changemaking journey. This program has busted this myth that changemaking is only possible with large financial support. They learnt that they could start something from very small and then it can grow slowly and gradually.” The FATA University is taking concrete steps to break down the attitudinal, structural, cultural and legal challenges to make Youth-led Changemaking a top priority for the university.

Reported by Prof. Ghulam Mustafa.

XVII. Government College University (GCU) Lahore

The GCU is the oldest university located in Lahore. It was established in 1864. It was established as a Government College by the British government in 1864. The YES Network Pakistan launched the Changemaker Project at GCU in 2016. The GCU sent an expression of interest to YES for participation in the Changemaker Project. An introductory meeting was held between the senior management of the GCU and YES Network Pakistan. A changemaking team was formed at the GCU. Dr. Saima Sarwar, Chairperson, Economics Department was given the responsibility to lead the changemaking team. A planning meeting was held between YES and the changemaking team formed at GUC to chalk out future steps. The Changemaker Project was launched by carrying out a campus scan to measure the existing level of knowledge, skills, expertise and opportunities available at GCU to advance the agenda of changemaking. In the light of the campus scan, it was decided to hold a training workshop for the faculty members and students of different departments. A deliberate effort was made to train and engage faculty members and students of different disciplines. The training proved to be a turning point for many faculty members and students to develop changemaking mentality. The training infused a new spirit among faculty members and students to practice changemaking skills. The feedback of the training was terrific. Everyone loved the content of the training. The training played a key role in opening doors for changemaking at the GCU. It was decided to organize sessions and seminars to inspire more students to become changemakers. All these activities were very successful in creating social acceptability of the idea of changemaking. The YES Network Pakistan organized a changemaking competition to provide students an opportunity to create value in society. The results of the changemaking competition were amazing as almost 94% student teams were able to create social and economic value. Students were delighted to discover their inherent changemaking power. The GCU in collaboration with YES organized a big award ceremony to recognise the contributions of students and faculty members. The Changemaker Project was very successful in drawing the attention of the GCU to changemaking and social innovation, driving out fear from among students to become changemakers and enlarging the scope of entrepreneurial activities at the campus. In the words of Dr. Saima, “The Changemaker Project brought a massive change in the thinking of students. Once they get the taste of changemaking they further want to do such projects.

The students followed-up with the departments again and again to learn about other opportunities. Students expressed that after completing their changemaking projects they feel very happy and satisfied.”

Reported by Dr. Saima, GCU.

XVIII. *Islamia College Peshawar (ICP)*

The ICP is a public sector university located in Peshawar. It was established in 1913. The YES Network Pakistan launched the Changemaker Project in 2016. The senior management of the ICP was fully cognizant of the need to build an entrepreneurial culture at the campus. When ICP came to know about the Changemaker Project, the senior management immediately decided to send an expression of interest to YES Network Pakistan. After sending an expression of interest, a meeting between the Registrar, ICP and CEO, YES Network Pakistan was held to discuss the modalities regarding the launching of the Changemaker Project. It was decided to form a changemaking team to assist YES in the execution of activities. A four-day training workshop was held for the faculty members and students of ICP on the concept of changemaking, social entrepreneurship and social innovation. The training was found very useful by the participants. The trained changemaking team was given the task to hold awareness raising sessions with the students and faculty members. These activities were helpful in changing the culture of the campus. A serious discussion started at the management level to create more opportunities for students to become changemakers. The YES Network Pakistan carried out a changemaking competition to enable students to use their natural changemaking power. Students carried out many useful projects that aimed at creating positive social and economic change. An award ceremony was held after the completion of the changemaking competition to reward students and faculty members for their efforts. The Changemaker Project made many positive contributions in a short period of time. It offered an exciting methodology to activate students as changemakers. It taught us how to inspire and engage students with modest investments. It adopted a practical and bottom-up approach to unlock the changemaking potential of students. It increased the confidence of students. It connected students with society. The senior management of the university is continuously exploring new avenues to support students to become changemakers.

Reported by Dr. Haleem, ICP

XIX. *University of Malakand (UoM)*

The UOM is a public university situated at the bank of the Swat River in Chakdara. It was established in 2001. The YES Network Pakistan launched the Changemaker Project at UOM in 2012. YES adopted a participatory and decentralised approach to ensure the active participation of the faculty members and students of the UOM. When YES launched the Changemaker Project at UOM, the law and order situation was not very promising. It was decided to implement the Changemaker Project in three phases. In the first phase, it was decided to create favourable conditions for the implementation of the project activities. This phase also focused on identifying potential faculty members and students for the execution of activities. The second phase focused on organising an extensive training for the selected faculty members and students in Islamabad. It was six days training. The training provided participants with the opportunity to acquire and practice skills in designing and implementing changemaking and social entrepreneurship training programs and to enhance their abilities to design training session plans. The purpose of the training was to establish a core team of trainers within the UOM who have relevant skills in planning, designing, supporting and organizing changemaking activities/trainings in the different departments of UOM. The post training phase focused on engaging trained faculty members and students in carrying out awareness raising sessions and changemaking competitions for students. The YES Network Pakistan provided a financial and logistical approach to UOM to carry out these activities. Young people participated in the activities enthusiastically. Young people designed many innovative changemaking projects. The Changemaker Project helped tremendously in unleashing the changemaking potential of young people. A systematic and integrated approach was adopted to plant the seeds of changemaking at UOM. The senior management of UOM and students of different bodies were inspired by the idea of changemaking and social entrepreneurship and started many new programs and activities to facilitate young people in setting up their enterprises. The Changemaker Project played a pioneer role in starting student-led changemaking activities at UOM. In the words of Prof. Dr. Johar Ali, Vice Chancellor, UOM, “It is a fascinating idea to engage young people in designing and implementing innovative ideas for change. We are

grateful to YES for training and engaging faculty members and students to implement this novel idea. It is very gratifying to see the enthusiasm generated through this project among students.”

Reported by Mr. Maqsood, Assistant Professor, UOM

XX. University of Wah (UOW)

The UOW is a private university situated at Wah Cantonment. It was founded in 2005. It offers bachelors, masters and doctoral programs in social sciences, basic sciences, management sciences and engineering. The YES Network Pakistan commenced the Changemaker Project at UOW in 2017. Several meetings were held between the senior management of UOW and YES to formulate an implementation plan. The YES Network Pakistan began the process by holding a training course for the faculty members and students to prepare equip them with the knowledge and skills to lead and drive change. The training was found extremely useful and eye-opening as it provided key insights about the ways to use institutional resources and human capital to create social and economic value. The trained team took the responsibility for making progress and serving as agents of change. Formal and informal meetings were held with the senior faculty members to exchange ideas regarding the launch of the Changemaker Project at campus. It was decided to organize a seminar to inspire and engage students of all disciplines. It was first-ever effort to engage students of different disciplines in changemaking. The seminar went very well. Students were excited to learn about the concept of changemaking. It was decided to launch the changemaking competition immediately after the seminar to keep the momentum going. Many student teams participated in the changemaking competition. They carried out very interesting changemaking projects. It was interesting to observe a complete transformation of students from consumers to change agents. Students showed extraordinary ability to spot opportunities to create social and economic value. Overall, faculty members and students had a very positive experience of participating in the Changemaker Project. The whole experience generated positive vibes at the campus. The UOW is now fully motivated to continue such activities in future. The UOW is in the process of forging new partnerships and programs to create more opportunities for students to become changemakers. We are extremely grateful to YES for empowering us with a new and powerful vision.

Reported by M. Noshaba, Faculty Member, UOW.

CHAPTER IV

Success Stories

1) **Sehar Peerzada** | Women University Mardan, (WUM) KPK

Sehar Peerzada is a student of Women University Mardan, KPK who finished her Bachelors in psychology. She started her catering service around two years ago and has recently opened again as she had to close it due to the outspread of covid-19.

She is one of the many who got inspired by Mr. Ali Raza Khan, CEO, YES Network Pakistan. She was fascinated by the trainings and talks regarding changemaking which encouraged her to start her own enterprise. According to her, all this took place because of the motivation and wise words from Sir Ali.

She pays gratitude to her institution as they initially introduced YES Network and collaborated with them to hold meetings and trainings for young students. Even though she is the first woman to start a business in Mardan, her parents remained very supportive of the idea. In order to promote women employment, all her employees are also women.

Changemaking Intelligence Test helped her greatly by increasing her confidence from a timid young student to a confident businesswoman. She stated, “When I first joined YES Network, I would barely speak up as I was shy but with training and experience, YES network helped me gain the confidence I needed to bring a change. Now I can speak up when I am interviewed and talk about my journey.” Many documentaries are being made on how she went from an ordinary young student to a very successful businesswoman.

With more confidence she was able to run and promote her business better and help others who came to ask her for help. She completely credits Sir Ali and YES Network for turning her into a business minded person from a mere psychology student.

Her future plans entirely changed after participating in the Changemaking Intelligence Test of YES Network. Previously, she was keen on joining the medical field but now, her only aim is to expand her company and take it to a national level. She started from a small food stall offering lunch boxes. With time, that grew into a catering service and now she is setting up a spice plant to help her business grow.

“YES Network provides young students multiple opportunities and is a platform that helps them grow. I would really want YES Network to spread out in places that are not very developed so they can scout the talent there and give them the opportunity to come forward.” Sehar also recommended changemaking Intelligence Test for all young people out there as it completely changed her life and she believes it can change theirs as well.

Her goal is to introduce her company to other cities and have outlets in multiple places that sell her food, provide catering services and sell spices. In this way her business will grow rapidly.

In about two years’ time, her business grew at a very fast pace and even though she started her changemaking journey with a 1,000 Rupees, she is now dealing in millions. The government of KPK also financially helped her by giving her 2 million rupees initially and she is about to get another grant of 10 million rupees. The financial help presented her with an opportunity to go to Turkey for further trainings regarding her food.

33 She described the experience as ‘difficult’ yet thrilling as now she’s taking care of her own expenses and her sibling’s expenses as well. The experience not only helped her financially but, it also helped her grow as a person.

2) **Arooshiha** | Muhammad Nawaz Shareef University of Agriculture, (MNSUAM) Multan

Uroshiha Imtiaz is a young nature enthusiast who is trying to change the world to the best of her capacity. She takes interest in calligraphy, photography and art. She is currently running a mobile restaurant that provides passer bys with multiple food services.

When asked what the reason for participating in the Changemaking Intelligence Test was, she answered “I believe the major inspiration was the hunger of achieving my dreams in the time frame I planned for myself.”

Her institution has remained very supportive and she received a lot of encouragement from her teachers and vice chancellor as they initially identified the spark she had to work on something that benefited the society. “I think my institution did their best pushing me to my boundaries to figure out my capabilities.”

Her parents were over-whelmed and excited about how the Changemaking Intelligence Test affected her as a person. She worked very hard to achieve her dreams as she came from MNSUAM, not a very well known university, and built herself off from nothing.

Changemaking Intelligence Test changed her idea of having a strong financial source to begin a business as she says, “It’s not necessarily important to rely on resources when you have an idea.” It helped her understand mathematical calculations regarding assets and records as she had not learnt about that before. Lastly, it pushed her to build social linkages and overcome shyness.

She achieved more in lesser time than she had foreseen, and her plans drastically switched towards bigger ideas. Young people often come to her for guidance and her first step is to recommend Changemaking Intelligence Test to them.

She is planning towards the growth of her restaurant and is really working hard on it. However, she had to miss some opportunities offered to her due to the pandemic as people were afraid to invest in food services. So for the next 2 to 3 years she is planning on taking her restaurant to other countries. On the other hand, she is working to develop her skills as an e-commerce. Her main aim was to introduce organic food production at a cheap cost.

She credits YES network Pakistan a great deal when it comes to her personal success. “In 2016, with the help of YES Network I was able to transform my ideas into a practical form.”

Currently she is earning Rs. 60000 to Rs. 70000 per month at the age of 23. She started her business at the age of 22 and in the span of one year her business grew rapidly and she became very successful in a short period of time.

She describes the experience as ‘awesome’ and she also wished that she joined change making test earlier in her life.

3) **Waseem Akram** | University of Engineering and Technology, (UET) Mardan

Waseem Akram is a young business man belonging to a small village called Shamlia situated in Mardan, KPK. He graduated with a bachelorette degree in Electrical Engineering and currently runs his own company called Shuhrat Private Limited that specializes in designing and printing. It is franchised in Mardan and other parts of Pakistan as well.

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Initially, Waseem attended a seminar held by YES Network out of curiosity but listening to Mr Ali Raza Khan talk about Youth-led Changemaking inspired him and his team and changed his career plans with a 180 degree shift. Hence, he decided to participate in the Changemaking Intelligence Test. At first, he thought that he would have to find himself a job related to the field of electrical engineering. But after YES Network’s seminar on Youth-led

Changemaking, he became an entrepreneur and found himself assigning jobs to other people and creating opportunities for them.

His parents and institution played a huge role in his success. It was a great opportunity for him to participate in the Changemaking Intelligence Test. Students took part in the Changemaking Intelligence Test with great zeal and interest as they were very excited to receive trust-based investment from YES to begin their changemaking journey. According to Waseem, “Through the Changemaking Intelligence Test, a young person gets a chance to explore endless career choices for himself. It opens a new world for young people to achieve their dreams.”

When asked about his plans, Waseem stated that it includes franchising his company to a broader spectrum. Shuhrat Private Limited works on designing and printing for educational institutes. They also specialize in social media campaigning as well as software designs. He plans to spread his work to other parts of Pakistan and wants to complete his master’s degree in digital marketing.

He strongly recommends other individuals to participate in the Changemaking Intelligence Test. He believes that YES Network was a pushing force for him. It motivated him to pursue his destined path.

In his final words, he concluded by saying that it was an excellent experience for him.

4) **Rimsha Khan** | University of Management and Technology (UMT) Sialkot

Rimsha Khan is a young student from Sialkot currently doing BBS from UMT (the University of Management and Technology). She is not doing anything particular right now but is looking forward to improving her skills.

She attended a seminar presented by YES Network in her university. When she was deeply moved by Sir Ali Raza’s words, she decided to take part in the Change Making Intelligence Test to test her skills and capability.

She led a team to conduct a general survey to find out which dishes the students preferred. They brought those dishes to the college taking extreme care of the hygiene and sold them at low costs so that students would not overspend. Through her and her team’s efforts it turned out to be a huge success.

The management and teachers were very supportive of the idea and helped them carry it out successfully. Her parents were happy and proud of her as it was her first time stepping into the practical field and turned out to be very supportive.

It was a benefiting test as she had to face a challenging situation. As the leader, she had to convey ideas within her team, and it was quite challenging. She learnt more about the market, economic resources, and marketing of a product. The greatest challenge for her was to attract customers but she faced it effectively and had an audience in no time.

She was not very sure of the business field as a professional career but after this test she became sure of it so it affected her future studies and mindset a lot. She is more confident and motivated to pursue it further.

She recommends it to others as she says that students her age should learn how it is in the practical field as you can’t learn everything from the books. She wants this test to be mandatory for every twelfth year as marketing helps them in their practical life. She encourages institutions to bring more programs like these.

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She is currently thinking of starting either an apparel shop or a restaurant in the coming time. Yes network influenced her personal success immensely as she became more motivated and encouraged to start her own business.

Change making intelligence test greatly affected her social life as she was able to tackle challenges more effectively and confidently. Her business degree also helped her pursue her business as she could use all that knowledge practically and actually implement it in her own business.

When asked how her journey was, she replied “It was amazing.” She also used this opportunity to show her gratitude to YES network in the following words, “I would just like to thank Sir Ali Raza for presenting an opportunity through which we can show people that we are talented and capable and that we can do anything if we are trusted enough.”

5) **Danish** | National University of Modern Languages (NUML)

Danish is a very hard-working young adult who is currently running an organization. He has designed a holistic package for the development of schools. He is also helping schools to build partnership with corporate sector. He is inspired by the idea of Youth-led Changemaking.

“Once you take the first step, the path is already paved and becomes an amazing journey.” When he came to know about the Changemaking Intelligence Test, he immediately decided to participate in it to explore his talents in the real world. He found it unique and intriguing as it connected students to the real world. It was his first time seeing a platform to unlock the changemaking potential of young people, therefore, he seized the opportunity. Afterwards, he joined many start up programs to gain more experience and then later, started his own business.

During the Changemaking Intelligence Test, we decided to sell home-made lunch boxes made by the hands of women who needed money. His team would deliver them to offices and such institutions. He credits his success to his team and his parents. His parents encouraged him to do this as they believed he would actually learn something from it.

The whole journey starting from the idea to the execution taught him many valuable lessons. It taught him how to be patient through the struggles so that he could achieve his goals. The biggest change this Changemaking Intelligence Test brought about was that he learnt how to be professional in his practical life. He never thought he could be an entrepreneur himself but after joining YES Network he thought of himself as an entrepreneur, so he actually sends a lot of gratitude towards them.

“My message to the youth is to take part in such competitions so you can get the skills and experience that a classroom cannot give you.” Changemaking Intelligence Test gave him the real life experience. It gives me the confidence to start things from the scratch. After the Changemaking Intelligence Test, he decided to use his knowledge and skills to empower schools through innovative programs. He has developed a comprehensive package for schools to deliver quality education to students.

His aim is to expand his organization further in another country. He wants to work on his learning and wants to groom his mind. He also wants to mentor as many young students as he can so that they can bring about a change.

After the COVID pandemic, he found out that you can never truly rely on jobs because no matter how secure your job is, things can change quickly. He thinks that instead of having just an idea, one should research and gain the knowledge they need to implement that idea.

He finds this journey remarkable and hopes for success in the future as well.

6) **Sharill** | Government College University, (GCU) Lahore

Sharill is a passionate young student currently studying in GCU (Government College and University). Her major field is Economics, and she will receive her degree soon. She is one of the many candidates who successfully brought upon a change by implementing their ideas.

Her institution really helped her achieve her goal, especially her department head. They helped with every step and remained extremely supportive.

Her parents were very happy as her parents saw something different in her and wanted her to execute her plans. She started selling flowers as a sign to promote affection and when her parents saw her hard work they supported her a lot and gave her advice as well.

The Change-Making Intelligence Test helped her realize she has more potential and capability than she thought she had. Her team had under-estimated themselves and this program helped them realize they were capable of multi-tasking.

Her project consists of her selling flowers, but the thought behind it is very different. “My business is a source of happiness for people. By selling flowers I don’t just earn money, but spread smiles.”

Taking part in the Change-Making Intelligence Test, her thinking and mind-set changed. She started to understand economics, management and practical life in a better way.

“I recommend it to all others out there who are looking for something unique and different. This gives you a chance to express yourself through your ideas and inspire others.” A lot of people around her got inspired by her initiative and started to think in a different manner.

The role of young leadership institutions is very important and useful in such programs as they support the kids and encourage them to do good for the society. She found this training comfortable and saw it as a chance to truly discover herself.

In the future she wants to do something beneficial for the society and herself. She wants to achieve something that would not only be her achievement but for her parents, teachers and country as well.

After going through this test she truly discovered her potential and capability. She promotes such competitions so that kids can accomplish what they truly want to do.

“I appreciate that all of the ideas and trainings of YES network are very effective and refreshing. This competition should not only be for students but for everyone so that everyone can come together to change a society. When we all are given equal opportunities, no one will feel deprived and we will develop as a society.”

She encouraged her team to pursue this career in the future as well and ended our meeting with very wise words, “If you want to do something, then you can do it. The only requirement is to stay determined and have faith in yourself.”

7) **Naseema Begum** | Karakoram International University (KIU)

Enrolled in the Master’s Program, Naseema took part in the Show Your Creativity project with the intention of improving the health conditions in her community and bringing awareness about healthy lifestyle amongst her community members. Naseema carried out the project on her own. With the initial investment, she bought a weight machine in the beginning and charged PKR 10 for each individual getting their

weight checked. She had bigger plans. She intended on checking people's blood pressure through the BP apparatus. However, she could not buy the machine as it cost PKR 1,360.

Thinking strategically, Naseema raised money from weighing people in her educational institute and in her residential area and collected enough money to buy the BP apparatus. Alongside, she also hired a part-time nurse to conduct the Blood Pressure test to ensure that the procedure was conducted as required. After buying the machine and arranging for the nurse, Naseema announced about the health camp being arranged in the village through the mosque's loud speaker. She arranged for the camp and as soon as the announcement about the health camp was made, customers started coming in. "According to the village norms, majority of the villagers visited the camp upon the announcement but they didn't want to be checked. They were a little reluctant and visited the camp just out of curiosity. Convincing the villagers to carry out their health check up was the real challenge as the benefits of the check up had to be communicated to them in a manner that they could take the test", expressed Naseema. She further explained that once a couple of people started getting their check up, others followed and convincing was no more a challenge.

Naseema mentioned that she kept the rates extremely low as her aim was to create awareness about health and to ensure that a large number of people could get themselves checked. She charged PKR 10 for each of the services. Over a span of two weeks, she catered more than 500 customers and earned total revenue of PKR 11,800. Appreciating the concept of the competition, Naseema mentioned that she learnt a lot through this project. She said, "This project taught me a lot of things such as marketing, sales and human resource management. She thanked YES Network Pakistan for their efforts in promoting social enterprise in her region". She mentioned that she recently set up a small dispensary in her village for the under-privileged who cannot afford expensive medicines and medical procedures.

8) **Shazia Malik** | Sardar Bahadul Khan Women's University (SBKWU) Quetta

Being an MBA LLB graduate, Shazia is also teaching in a higher education institute. She attended the seminar on youth social entrepreneurship and was totally inspired by the concept. She took the initiative of organizing such an event at her own institute. She coordinated several times with the organizing team and held a small scale show your creativity project. She encouraged students to come up with business ideas that benefitted the society. Alongside handling all the event's arrangement and management, she also headed a team of her own which worked on a social enterprise idea. Shazia and her team of 3 other members worked on offering handmade products from karoshia such as caps and children clothing. One of the team members had the experience of working with stones. Seeing the unique output she was able to produce, the team also included items of stone work at their stall. The team sold to 7 customers on spot whereas got additional customized orders for later on. The team earned revenue of PKR 10,300.

"The best part was that every team member learned how to communicate with clients, how to market their product, and how to satisfy a customer's need. With working in a group they also learnt team work and that they can achieve greater results by working together", said Shazia while explaining the dynamics of the team work.

Shazia thanked the organizers and appreciated the effort put in by all other students who participated in the Show Your Creativity project at the institute. She said that she feels proud to be part of the USAID and YES Network Pakistan' team and mentioned that it was a learning experience for her – one which she will remember for a life time. She encouraged that more of such events should be held in local schools as they allow children to think beyond boundaries and course work.

9) **Ghanna Nazia** | Fatima Jinnah Women University (FJWU)

Ghanna and her three other friends registered for the Changemaker Institute Award Competition as soon as they found out about it. They were excited to be participating in this unique activity as this was something they had never experienced before. The team started thinking about different ideas to promote social entrepreneurship and make a profit. After many discussion sessions, they decided to capitalize on two of their strengths: home-made lemonade and an art workshop as they were all art students. The team strategically used their investment money to buy raw material for their lemonade stall. The plan was a good one as it was hot summer season and chilled lemonade would sell immediately. Alongside they planned to conduct a basic art workshop in which each of the participant could take a different session and make it interesting for the participants.

Their plan worked out perfectly fine. The team reached out to more than a hundred customers. They also planned to reinvest the money they made initially to the business again to reap maximum profits. They earned a total profit of PKR 3,130.

Ghanna shared that the only challenge the team had to face was of time management as both these activities had to be carried out alongside their regular university course work. She explained that it was difficult during the first few days as the entire team was trying to figure out a plan to make things work but once a schedule was derived, it became easier. She expressed that this competition was a great experience for her entire team. They learned several new tricks regarding multi-tasking and team management. She concluded that the competition has inspired her to do far more than just be profitable. She and her team plan to install water coolers inside and outside the university in order to continue their effort of giving something back to the society.

10) **Sundus Dilawar Ali Shah** | Lahore College For Women University (LCWU)

Sundus is an ambitious girl. At the age of 21, she was thinking of ideas which could impact the society in a positive manner and at a larger scale. According to Sundus, the big change-makers of our society are the children. After much thinking, she discussed her idea with her father (Sundus's father runs a small-scale private school) – basically to seek permission to organize a one day fun fair at his school. She took up the task to organize the event for hundreds of children for a day alone with some help from a few volunteer staff members from the school. She came up with various ideas which would enhance the learning abilities and analytical skills of children in the school through interactive games. She also added fun elements like face painting, fun-cartoon masks, stalls for different healthy food items for children, and some handicrafts. Sundus explained that the only challenge she faced was during the planning phase when she had to decide regarding the number of stalls to be put and the activities which were to take place at each stall as her goal was that children should learn something from each stall put up in the school. She also mentioned that time management was a little bit of an issue as it was her first-time ever at such an event. She served more than 450 children in one day of activities and earned a total profit of PKR 9500. Sundus's innovative idea is an example for others to follow. She kept the prices of the commodities very low so that every single child from the school could be engaged. And despite, such low pricing, she was able to make high levels of profits through the funfair. This is a lesson in itself for other youngsters to follow. It is helping our next generation get involved in better ways of learning and also reaps profits for the social entrepreneur involved. Sundus shared that the most important thing which she learned through this activity is that confidence is the key and that our children are the changemarkers of the society therefore it is of utmost importance to invest in their healthy physical and mental growth and nourishment.

11) **Fatima Shahid** | Pakistan Institute of Engineering & Applied Sciences (PIEAS)

Fatima and her five other team members wanted to come up with an idea that would impact their community in a positive way alongside being a product that they could handle as students. Since they were going to conduct this business alongside their regular studies, they did not want to complicate their business unnecessarily. Given the current eating habits of this generation and realizing the need for proper hygienic meals at proper lunch timings, Fatima and her team decided to put up a food stall at the Changemaker Institute Award Competition being held at their institute. Fatima mentioned that they realized that there were other groups putting up food stalls as well. Therefore, they had to be innovative in their food item, ensure it was made hygienically, and kept their prices lower than that of their competitors so that they attracted more customers. As expected, it was a challenging task to attract customers to the stall as there were so many other food options available to the customers. The team tried various marketing tactics and finally customers started buying their food items. Fatima shared that they initially prepared 40 servings for the lunch time but their food sold quickly and there was still more demand. Reacting timely to the increased demand, Fatima and her team reinvested the money they made by selling the first 40 plates of food and started serving food again. They served a total of 117 individuals at their university campus only and reaped a remarkable profit of PKR 1,665. Fatima shared that the team worked really hard to ensure timely supply of food - the basic reason why they were able to make such high levels of profits in a short time. She mentioned that her entire team felt more confident after the competition and that every member's concept of setting up a business changed after running this small venture of their own as it gave monetary benefits as well as moral satisfaction that they were able to positively contribute to the society.

Team Members: Marina Qayyum, Muhammad Ali, Abubakr, Asad Arshad, and Khubaib

12) **Ali Jan Bughti** | University of Balochistan (UOB)

Belonging to the area of Dera Bugti, Ali Jan Bughti recently completed his Master's degree and was applying for jobs on various platforms when he found out about the 'Show Your Creativity' competition. Having no job, Ali thought of giving the competition a try. He tried to get a few friends on board but could not until the registration of the competition. He did not hesitate and took this competition as a challenge. Ali wanted to come up with a plan which would benefit his community as well. He lived in hostels throughout his student life and was always shifting from one to another in the search of good accommodation and most importantly, good food.

"In more than half a decade of my span in hostels I never ever found one where I could find food which are even remotely close to home cooked food", shared Ali Jan. Therefore, Ali came up with the idea of offering mess services to one of the hostels. He aimed at providing the service to one hostel and later on expands his business if it went well. Ali and some other hostelites together used to go to the vegetable market to purchase the required cooking ingredients for the week and bring it to the hostel. They took shifts to make food for the entire hostel as only 7-8 boys were living in the hostel. With this idea, Ali managed to not just save a lot of money but earned revenue worth PKR 15,000. All the boys of the hostel was happy as it was giving them home cooked food and they were saving loads of money which they previously used to spend while eating outside.

Ali mentioned that he is thankful to the USAID and YES Network Pakistan for arranging such an innovative workshop on social entrepreneurship as this is given the misguided youth of their city some direction in terms of how they can make an earning for themselves if they put in a little bit of effort. "Once you start doing something, everything automatically comes in flow", mentioned Ali.

13) **Muneeb Abdullah** | University of Haripur (UOH)

23 year old Muneeb Abdullah was ecstatic to be able to participate in the Changemaker Institute Award Competition. He mentioned that his motivation behind participating came from the speech of Ali Raza Khan (CEO, YES Network Pakistan). He expressed that he was absolutely moved by the facts and figures shared by the head of the organization and the inspiring concept of social entrepreneurship which benefits the society multiple times alongside making a decent earning. He mentioned that along with two other batch mates, he registered for the competition. The team decided to have a lunch delivery system. The thinking process behind this was to employ home-based food entrepreneurs, take their hygienic home cooked food and deliver to nearby offices where individuals demand home-based products as not everyone can afford meals from restaurants every single day. This initiative of Muneeb and his team did not only get them a profit of PKR 3,150 but also engaged the home-based cooks at professional level giving them profits and exposure they would not have been able to handle on their own. Through this social enterprise, Muneeb and his team served about 300 young males and females and about 100 adults and elderly people.

Muneeb expressed that the reason behind their successful enterprise is the hard work and commitment of the team members and the consistent support of the supervisor appointed by the university. Muneeb highlighted that due to participation in this competition, his confidence improved a great deal, his marketing skills are polished and he is able to communicate with people in a much organized manner. Muneeb shared his experience in one word as 'wonderful'. He concluded the conversation by saying, "Before this project, I was convinced that I can never be a businessman. But this project has changed everything and now I am confident that I can do more – be a proficient social entrepreneur".

14) **Waqas Ahmad** | FATA University

Waqas Ahmad and his Bio-gas Plant Project Waqas Ahmad is a young boy from FATA. Since he grew up, he started taking things on serious notes. The challenges which had affected his area were his biggest concerns now. He is of the view that at a younger age, we do not really care about what's happening around. But as Waqas grew up, he started owning his land, his people and his society. He felt himself responsible towards his society and he realized that ultimately it's the people who will have to make a difference. He is full of confidence and hope that he can help the marginalized society where he lives. Waqas has witnessed a number of problems in his area. People of his area have no facility of gas available in the vicinity that's why they use woods to cook food for themselves. Burning wood infects the air and results in respiratory allergies. Waqas proposed to launch a Bio-gas project in the area, for that he needed Rs. 50,000. Waqas prepared himself and his group members towards a better future of his society. YES Network

Pakistan supported his idea and Waqas launched a project of Bio-gas. This project had dual advantages. People will not have to cut down trees to gather wood for cooking, and the cow dung which pollutes the environment will also be utilized in Bio-gas generation. Residents of his community will not be exposed to diseases caused by cow dung or the breathing allergies that are caused by burning woods. Everybody in the community supported his idea because it helped them save the forestry from dying. Things were not really tough for Waqas because he was well supported by the community. When Waqas launched the project, he did not face any competition at all because he was the pioneer of Bio-gas in his community. The consumers of Bio-gas were labourers in the community that's why Waqas kept the product offered fairly priced. "I am happy that I saved my environment, helped my people and earned for my family," says Waqas. He feels that life can get easier if youth starts owning responsibilities and strives for social entrepreneurship ideas. It will help us develop economically and socially.

15) **Hassan Ejaz** | Pakistan Institute of Fashion and Design (PIFD)

Hassan, a 20 year student of Marketing in PIFD, single handedly participated in the competition which was held from 27th to 29th Dec 2017. With a seed money of PKR 100/= in urban setting, Hassan procured jewellery items from his female class fellows and sold them on his stall. He got PKR 150/- per piece from the owner of the jewellery items. He paid PKR 100/= in charity and kept PKR 50/= per piece with himself. He earned an amount of PKR 6,200/=, donated PKR 5400/= as charity and kept PKR 700/= with him. He served female, youth and adult customers.

Inspiration was Hassan's own feeling that he wanted to see himself whether he could start a business from nothing.

The idea of social enterprise came to his mind as he wanted to create value of the jewellery items which were not in use. His family members were very happy and supportive.

Main benefit for him was the improved confidence whereas he faced challenge in the field of time management. He termed his experience as very useful.

He liked the idea of engaging young people in designing and implementing their own ideas. As a result of participation his point of view is that where there is a will, there is a way. He felt happy over participation in the competition.

CHAPTER VII

Conclusion and Recommendations

The project resulted in several improvements in various areas. The Changemaker Project has contributed immensely to redefining, realigning, reallocating material and non-material resources of universities. Examples of evidence included setting up of new infrastructure to support youth-led changemaking, forming of multidisciplinary teams, developing new alliances and partnerships, integration of youth-led changemaking concept in different disciplines, proliferation of new entrepreneurship and social entrepreneurship courses and redesigning of on-going youth engagement programs.

The Changemaker Project was successful in cultivating a campus-wide approach to changemaking and innovation. Youth-led Changemaking has proved an excellent tool to engage young people from different disciplines in changemaking and innovation. It has inspired faculty members and students of many other disciplines to embark upon their first-ever changemaking journey.

The Changemaker Project offered both material and non-material benefits. The material benefits included wealth creation, new youth-led businesses, infrastructure development and economic growth, while, the non-material benefits included development of creativity, increasing resilience, increasing connection with society, increasing visibility, divergent thinking and career advancement.

The Changemaker Project has benefited students in developing problem solving skills, team building skills, communication skills, relationship building skills, financial management skills, marketing skills and analytical skills. Changemaking Intelligence Test has shown that the modest level of incentives can engage both academics and communities to work together.

The Changemaker Project provided an alternative approach and vision to higher education institutions. It helped students to apply their academic competences in value creation process. It helped universities to identify several gaps in the entrepreneurship education or courses offered by many institutions. It has shown the need to influence students at the pre-idea stage.

The Changemaker Project provided a unique experience to students that could not be gained in the classroom. It brought a massive change in their thinking. Once they get the taste of changemaking they further want to do such projects. The concept of youth-led changemaking has generated a lot of positive energy among faculty members and students that will be helpful in moving the field forward.

It is very evident that the project has been very successful in achieving its objectives and notable positive results. The project has created in a short period a healthy institutional and social environment to support the practice of social entrepreneurship. It has already appealed to a vast majority of higher institutions to develop entrepreneurial mindsets, behaviors and skills. The project has built already built a strong community of practice and knowledge that is engaged in improving ecosystem that supports social entrepreneurs. The integration of the concept of social entrepreneurship in different universities is in progress. The demand for social entrepreneurial learning is increasing.

The Changemaker Project has brought a new and distinctive vision to catalyze social innovation in higher education institutions. Faculty members and students were encouraged to break the disconnection between universities and communities. The project has helped students to take initiative, create projects, conceptualize and launch one's own venture which is an exception and not the norm in Pakistan.

The project is successful in developing relationships/partnerships with the leading higher education institutions in the country for engaging students in developing innovative solutions for peace building and socializing them as peace builders. The project has created a platform for the meaningful engagement of students in the changemaking efforts. The project has developed a drive among students to think and act in resolving long-standing conflicts. The project has challenged faculty members to think outside of the box and apply innovative

strategies for engaging students in community building efforts. The project has developed and improved social entrepreneurship knowledge and skills among the faculty members of the leading educational and technical institutions.

The project was launched with the assumption that the concept of Youth-led Changemaking will inspire higher education institutions. It is very evident that the project attracted great attention of the faculty members and students. Many faculty members and students have been sensitized, oriented and engaged in developing ideas for embedding the concept of social innovation at their campuses. The students' projects have made substantial progress in terms of creating a social value by providing exciting services to the people of all ages. A condition of the trust-based environment which required income generation through the project really challenged students. A distinguishing feature of the project is the development of a desire (ambition) among students to create systematic change in their communities by introducing a new idea.

Recommendations

The Changemaker Institute Project has now entered its 11th year and so far the response has been very positive. The quantitative and qualitative data shows that faculty members and students have positive opinions about the project. The success of the project is indicative of the missing link in the higher education institutions and the urgency and need of this intervention as well as the YES Network Pakistan's key role in providing a new vision and in helping higher educational institutions to become changemaker campuses.

Keeping in view the findings of the evaluation, following suggestions have been recommended:

- a. The universities need to identify individuals or departments responsible for introducing and institutionalizing the concept of Youth-led Changemaking throughout the campus. If this is not possible, an expert or institution from outside should be attached with the universities in order to help in building an effective echo system for Youth-led Changemaking.
- b. The universities need to allocate some portion of budget either from the students' fee or from other financial sources for the advancement of Youth-led Changemaking.
- c. The universities should establish linkages with the international organizations that are working in the fields of youth engagement, social innovation, social entrepreneurship, etc. to build their capacity for designing and implementing Youth-led Changemaking programs.
- d. The efforts of those faculty members and students should be recognized and rewarded who have demonstrated strong commitment and work on the ground.
- e. The work of faculty members and students should be critically analysed for building the field of Youth-led Changemaking.
- f. Youth-led Changemaking toolkits should be developed for supporting young people to begin their changemaking journey.
- g. The success stories of Youth-led Changemaking should be promoted via social media.
- h. It is important to provide financial incentive to teachers and students to advance the field of Youth-led Changemaking.
- i. The political leadership should be sensitized about the concept of Youth-led Changemaking.
- j. The pressure groups should be created to draw the attention of policy makers and politicians on the need and urgency of engaging young people as changemakers.

APPENDICES

a. List of Universities

- 1) Women University Mardan (WUM)
- 2) National University of Modern Languages (NUML)
- 3) Pakistan Institute of Engineering and Applied Sciences (PIEAS)
- 4) Pakistan Institute of Fashion Design (PIFD)
- 5) Heavy Industries Taxila Education City (HITEC)
- 6) Karakoram International University (KIA)
- 7) Fatima Jinnah Women University (FJWU)
- 8) Lahore College for Women University (LCWU)
- 9) University of Agriculture Faisalabad (UAF)
- 10) University of Management Sciences (UMT)
- 11) Muhammad Nawaz Sharif Agriculture University Multan (MNSUAM)
- 12) Sukkur IBA University
- 13) University of Balochistan (UB)
- 14) The University of Haripur (UOH)
- 15) Sardar Bahadur Khan Women's University (SBKWU) Quetta
- 16) Federal Administered Tribal University (FATA) University
- 17) Government College University (GCU)
- 18) Islamia College Peshawar (ICP)
- 19) University of Malakand (UOM)
- 20) University of Wah (UOW)



b. List of Interviewees

Name	Gender	Universities
Sehar Peerzada	Female	Women University Mardan, KPK
Arooshiha	Female	Muhammad Nawaz Sharif Agriculture University Multan (MNSUAM)
Waseem Akram	Male	University of Engineering and Technology, Mardan
Rimsha Khan	Female	University of Management and Technology
Danish	Male	National University of Modern Languages (NUML)
Sharill	Female	Government College University
Naseema Begum	Female	Karakoram International University (KIU)
Shazia Malik	Female	Sardar Bahadul Khan Women's University (SBKWU) Quetta
Ghanna Nazia	Female	Fatima Jinnah Women University (FJWU)
Sundus Dilawar	Female	Lahore College For Women University
Fatima Shahid	Female	Pakistan Institute of Engineering & Applied Sciences
Ali Jan Bughti	Male	University of Balochistan
Muneeb Abdullah	Male	University of Haripur
Waqas Ahmad	Male	FATA University
Hassan Ejaz	Male	Pakistan Institute of Fashion and Design (PIFD)