



Enterprise  
Challenge  
Pakistan



# ENTERPRISE CHALLENGE PAKISTAN

Impact Assessment  
Report

2017

# 1. Methodology

## a. Participants

For the purpose of the impact assessment, 40% of the participating students were assessed ensuring the impact evaluation was carried out in all seven regions of Pakistan where the programme was delivered. Students from Sindh, Baluchistan, Punjab, Khyber Pakhtunkhwa, Islamabad/Rawalpindi, Gilgit Baltistan and Kashmir were part of the data collection process.

## b. Objectives

Following were the objectives of conducting an impact assessment:

- To quantify the efficacy of the mentoring sessions
- To redefine and improve processes for execution of the programme for the following year
- To gauge the inclination of students towards entrepreneurship and the impact that the programme has had on mindsets, interest and knowledge

## c. Tools

Questionnaires were used as a tool for assessing the impact of the programme. Quantitative tools were used such as brief questionnaires including closed-ended multiple choice questions, open-ended and Likert scale based survey questions.

The questionnaires were administered at following instances during the course of the execution of the programme:

- Pre-mentoring sessions assessment
- Business Ethics assessment
- Post-mentoring sessions assessment



## 2. Analysis

Data was collected from 300 ECP participants, representing different schools located in various areas of Pakistan. The analysis has been broken down into three areas namely, prior to attending mentoring sessions, during the programme, and post-delivery of these sessions.

- **Pre-Mentorship Assessment**  
Participants of ECP, prior to attending their first mentoring session, were required to fill out a survey. This survey comprised of questions aimed at gauging their current knowledge regarding entrepreneurship, and skill set and identifying areas where they required improvement.
- **During Mentoring Sessions**  
After the delivery of the 3rd mentoring session (there are a total of 6 scheduled sessions), students were required to attempt a Business Ethics Assessment in order to gauge their understanding of business concepts and the importance of ethical business practices.
- **Post Mentoring Sessions**  
After the delivery of the 6th mentoring session, a Student Feedback Questionnaire was administered physically. The students were required to evaluate different aspects of the programme such as the content and delivery of mentoring sessions, simulation, and case studies. Additionally, the feedback form was administered to reflect the improvement in skills and knowledge of the students after they have gone through the programme.

## 3. Findings

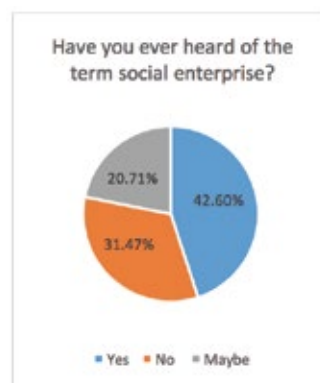
The findings from the analysis of the data have been collated and mentioned as follows:

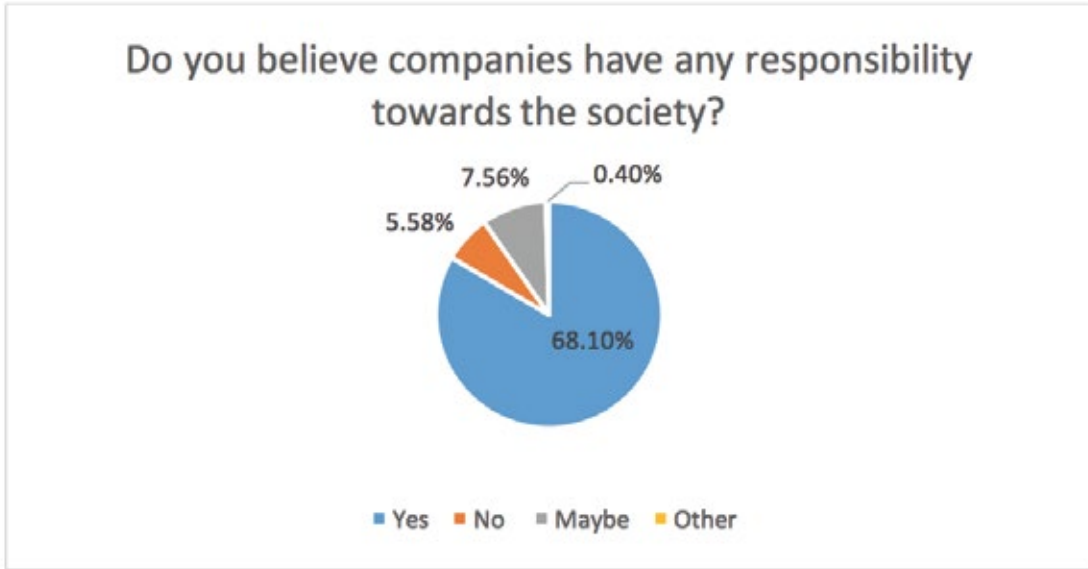
### Pre Mentoring Sessions

The following findings were a result of evaluation in the pre-mentoring stage:

#### Understanding of Social Entrepreneurship

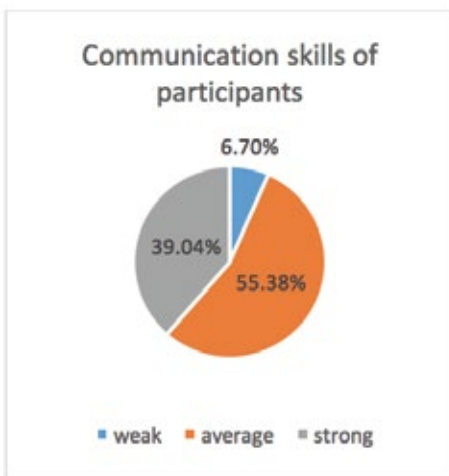
Awareness and understanding regarding the concept of social entrepreneurship was tested through the questionnaire. Nearly 42% of the participants were aware of social entrepreneurship. It was observed that more than 50% of the respondents did not have adequate understanding of the basic concept of social entrepreneurship prior to receiving the mentoring. This indicates that there is a gap, requiring further development of this concept.





This was further validated through a question where participants were asked whether they feel companies have any responsibility towards the society to which it was gathered that 68% of the respondents thought they should work towards delivering social impact.

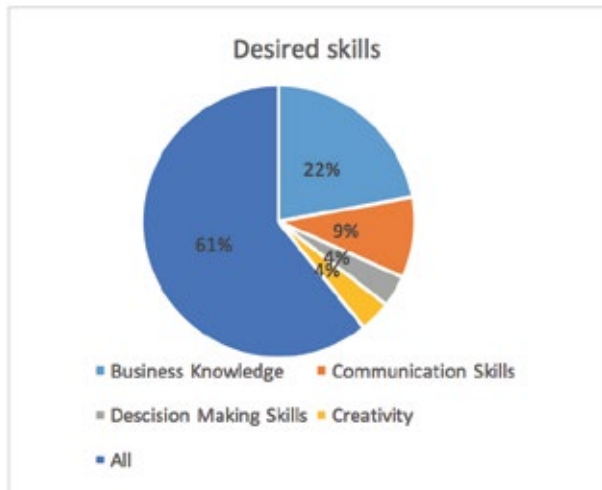
### Existing Skill Level



The skill level of the students in terms of communication and business knowledge was tested through the questionnaire. The programme aims to improve on these two skills mainly. In order to understand the impact of the programme, it was essential to understand where the students stood prior to undergoing mentorship. The students lacked confidence in having good communication skills along with knowledge of business basics. More than 50% of the participants rated themselves as having average communication skills. Additionally, majority of the students perceived to have average or below average existing knowledge of business.

## Expectations from Programme

Students were looking forward to developing their knowledge of businesses, improve their decision making, creative and communication skills. There was increased focus on developing business knowledge where 22% of the respondents said they particularly wanted to improve upon the same.



## During Mentoring Sessions

During the course of the mentoring sessions, in order to test the efficacy, a Business Ethics Assessment was administered. The purpose of this assessment was to individually gauge the level of understanding of the participants in terms of the concepts shared by the mentors.

This assessment was attempted by all the participants of the programme i.e. 675 students. They were also scored on the Business Ethics Assessment as per the format of the programme.

Following are the findings from the Business Ethics Assessment, on the basis of the scores achieved by the students:

### Average Score per Region

#### Region: Sind

From Sind, 30 teams represented by 10 schools participated in the programme. The average score in Sind region in the business ethics assessment was 18/30. Highest score of 28/30 was achieved by students of Mama Parsi Girls Secondary School from Karachi. This was the highest score achieved within the competition.

#### Region: Khyber Pakhtunkhwa

7 schools comprising of 21 teams (3 from each school) participated in the competition. 12.5/30 was the average score of the students from KPK. The highest score was achieved by Ansi Model School System located in Mardan. The students achieved a high score of 17.8 among all 21 teams from the region.

### **Region: Federal**

3 schools participated from Federal region inclusive of Islamabad, Rawalpindi and Kahuta. The average score in the business ethics assessment was 11/30 amongst all 9 teams. The highest score achieved in this region was 13.8/30 by the students of The Citizens Foundation, Rawalpindi.

### **Region: Punjab**

21.4 was the highest score achieved by students of The Trust School, Thokar. The overall average score across 30 teams from Punjab, was 14.5/30.

### **Region: Baluchistan**

Students of Pak Turk School, Quetta achieved the highest score in the business ethics assessment in the entire region. The students scored 25/30, whereas the average score was 13/30.

### **Region: Gilgit Baltistan**

The average score in Gilgit Baltistan region was 15.4/30 with 20/30 as the highest score achieved by FC Boys Model High School, Skardu.

### **Region: Kashmir**

The average score in the Business Ethics Assessment was 11/30 among 6 teams represented by 2 schools. Students from Burraq School, Muzaffarabad achieved the highest score i.e. 14/30 in the assessment.

## **Post Mentorship**

The Student Feedback form administered after mentoring sessions led to a number of findings that can be stated in the following manner, based on the underlying objectives:

1. Basic knowledge and skill enhancement
2. Efficacy of the Mentoring sessions
3. Inclination towards entrepreneurship



Each of these findings have been explained in detailed as follows:

### 1. Basic knowledge and skill enhancement

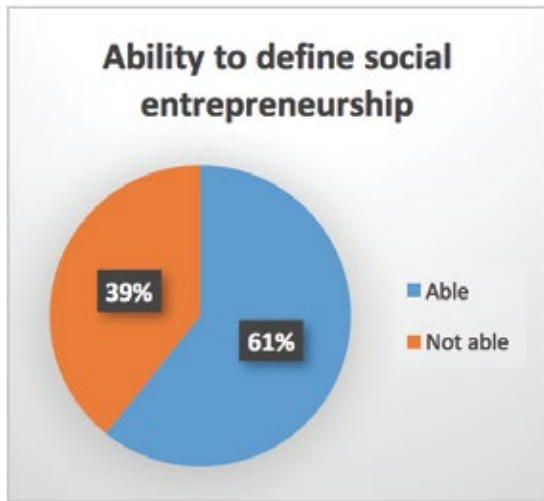
Enterprise Challenge Pakistan aims to focus on developing entrepreneurial acumen along with instilling confidence, creativity and good communication skills among the participants.



It was observed that there has been a considerable improvement in the decision making skills of the participants of the programme on account of the case studies and the simulation where students were required to do critical thinking and make timely decisions to achieve scores. However, improvement in communication skills lacked as 48% of the participants acknowledged having slight improvement in their communication skills which includes written and verbal. This outcome points towards a greater focus in the area of communication skills.



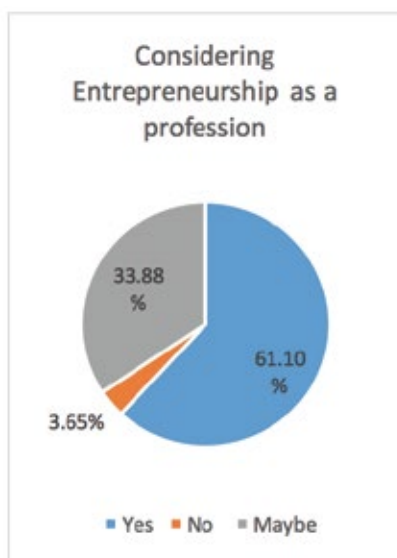
The above charts show considerable improvement in the confidence level as well as business knowledge of the students after receiving 6 weeks of mentorship through Enterprise Challenge Pakistan. The mentorship was inclusive of group discussions, presentations and lectures. The underlying factor for business knowledge development proved to be the case studies and the business simulation game where students learnt about the various essential components of the business such as finance and marketing.



The basis of social entrepreneurship i.e. understanding the essence of the concept and recognizing the need for employing ethical practices has been established by providing reading/learning material, discussions, reinforcement through assessments and mentorship.



The mentoring sessions were divided among simulation game sessions and group discussion/lecture based sessions. Both the tools served as key elements for instilling basic concepts of business and social entrepreneurship among the participants of the programme. It can be observed that the discussion based mentoring sessions proved to be more effective than the simulation sessions, hence proving their efficacy in delivering impact.



### 3. Inclination towards entrepreneurship

61% of the respondents showed inclination towards choosing entrepreneurship as a profession in the future. The figure shows the number of students who agreed to consider entrepreneurship while the rest remained unsure. Around 3.6% students showed zero inclination towards entrepreneurship as a profession.



### 3. Recommendations

From the above findings it can be concluded that Enterprise Challenge Pakistan, aiming to introduce entrepreneurship as a career path for students, has been effective in achieving its objective. The programme further aims to develop business knowledge and professional skills, such as communication, presentation and creativity among school children of Pakistan.

A three step approach was used to gauge the impact of the programme which involved understanding the existing knowledge and skill level of the students, monitoring how students were or were not making progress and then finally gauging the impact of the programme once the students have undergone it completely.

Students participated in the programme with the intention of improving their business knowledge and communication skills. From the findings stated above, the programme mainly caters to the former along with decision making skills. It can be deduced that more emphasis on communication and presentation skills must be given. This can be achieved through developing a more interactive mentoring experience for the participants by including individual and group presentation exercises and activities. These exercises can be included within the session plans provided to the mentors during the time of their training.

The sessions delivered by the mentors proved to be effective in making the students understand concepts of entrepreneurship and social entrepreneurship in comparison to the simulation based sessions. The purpose of the simulation is to allow the students to practically apply and use the concepts learnt during the mentoring sessions. By establishing a stronger link between the simulation and the discussion sessions, this aspect of the simulation game can be improved. This can be done through bringing about improvements in the discussion sessions, where more technical and operational information regarding product development, production, concepts of demand and pricing etc. can be incorporated.