ASSESSMENT OF THE STATE OF ENTREPRENEURSHIP EDUCATION IN PAKISTAN

PREAMBLE

ASIA APOCIFIC REGION

The global unemployment rate has been projected to be more than 202 million in 2013. Young people looking for jobs are particularly at risk: 12.6 percent of them are unemployed in 2013, and their prospects in the short-term are not promising as the youth unemployment rate is expected to increase by another 3 million in 2014.\(^1\)

Although the Asia and Pacific region has survived the financial crisis better than other regions in the world, it still faces many challenges. It is home to more than 800 million people living in extreme poverty — representing nearly two-thirds of the world's poor, with 563 million undernourished people, and more than 1 billion workers in vulnerable employment having low wages, no benefits, no job security and difficult conditions of work.\(^2\) Across the region, economically active youth are three to five times more likely to be unemployed compared to the adult cohorts. Youth unemployment for 2013 is forecast to stand at 13.4 percent in Southeast Asia and the Pacific, 10 percent in South Asia and 9.8 percent in East Asia.\(^3\)

PAKISTAN

Pakistan is amongst the regional states with not so impressive ecosystem for entrepreneurship. According to a report compiled by Global Entrepreneurship Monitor in 2011, the number of people in Pakistan who have an aptitude for Entrepreneurship is less than the average of its factor driven peer countries. The new business ownership rate in Pakistan was just 1.78%, far less than the average of its factor driven peer countries. Fear of failure, lack of governmental support, cultural and social norms, lack of entrepreneurial training programs, ignorance of academia towards contributing to entrepreneurship education are amongst the top factors that has restrained the growth of entrepreneurship culture in Pakistan.

UNESCO-APEID MEETING AND FORMATION OF EENET

The UNESCO Asia and Pacific Regional Bureau for Education, based in Bangkok, Thailand, convened several events to examine the scope, content and context of entrepreneurship education. One outcome of the discussion is a
proposal to create a network to support entrepreneurship education in the region.

Responding to this proposal, UNESCO is establishing the Entrepreneurship Education Network (EE-Net) for UNESCO Member States in Asia and the Pacific.

The EE-Net aims to provide a platform to increase understanding and knowledge about entrepreneurship education by engaging policy makers, educators, researchers, entrepreneurs, students and communities through a variety of activities and channels. The specific objectives are to:

- Facilitate discussion and exchange of information and experiences;
- Coordinate research studies on topical and relevant issues;
- Disseminate best practices and innovative approaches;
- Recommend policies, strategies, pedagogies and tools to enhance entrepreneurship education; and
- Foster collaboration among EE-Net members.

EE-Net will be served by the Secretariat based in the Asia-Pacific Programme of Educational Innovation for Development (APEID) unit in UNESCO Asia and Pacific Regional Bureau for Education, Bangkok, Thailand.

Recognizing and respecting the diversity of needs and conditions in the region, each country will set up its own independent National Chapter to serve as the focal point of the network.

**MINISTRY OF EDUCATION PAKISTAN**

Ministry of Education is planning to coordinate the Entrepreneurs Educators Network from Pakistan and want to engage different stakeholders to assess the current state of entrepreneurship education, determine a vision for 2020 and develop a roadmap to achieve the goals set forth. As a part of the process, Ministry is conducting a base line survey with various institutions to understand and benchmark a base line of the current state of entrepreneurship culture in academia within Pakistan. The results will be shared in a workshop in Islamabad that will bring together academicians, educators, entrepreneurs, government and private sector to discuss the outcomes of a survey and contribute in developing a national strategy and roadmap.
The aim of this activity is to bring together all stakeholders to define how academic sector can contribute to the flourishing culture of entrepreneurship in Pakistan.

**TENTATIVE TIMELINE**

10\textsuperscript{th} Jan 2014: Ministry Meeting on Coordinating the Entrepreneurs Educators Network

27\textsuperscript{th} Jan 2014: Roll out of the survey to various universities in Pakistan

20\textsuperscript{th} Feb 2014: Deadline for universities to submit the survey forms

28\textsuperscript{th} Feb 2014: Compilation and Analysis report from Survey results

23\textsuperscript{rd} March 2014: Roundtable Workshop of all the participating Universities and other stakeholders in Islamabad

30\textsuperscript{th} March 2014: Draft Roadmap based on the outcomes of the Roundtable

**NOTE:** We need your cooperation to successfully create this empowering network to reshape the entrepreneurial ecosystem in Pakistan. Please provide candid and complete feedback in the survey to help establish a baseline for future initiatives. We thank you in anticipation for your time and support and look forward to receive you in Islamabad in March 2014.
SURVEY TO ASSESS ENTREPRENEURIAL CULTURE WITHIN A UNIVERSITY

Instructions: The survey has eight sections including general institution profile and entrepreneurship activity. Please fill all sections. Section C onwards, please rate the activity strength from 1 (being minimum) and 5 (being maximum) as well as provide examples to strengthen your claim.

SECTION A: INSTITUTE PROFILE

1 - Name of the Educational Institution:


2 – Location – City:


3 – Type of Educational Institute: University, College or School


4 - Established Since:

Year:

5 - Faculties:
Science and Engineering ______
Humanities ______
Business and Accounting ______
Design and Architecture ______
Medicine ______
Agriculture ______
Others ______
SECTION B: ENTREPRENEURSHIP ACTIVITY

1 – Is there a course offered on Entrepreneurship?

2 – Is there a discipline of entrepreneurship, major or minor?

3 – What other courses around entrepreneurship are taught in the educational institute?

4 – Is there a degree or PGD diploma on entrepreneurship offered by the institute?
5 – Does the education institute have trained faculty on entrepreneurship? What training do they have?

6 – How many faculty members teaching entrepreneurship are permanent faculty members?

7 – Is the course taught by academicians, or hands on entrepreneurs from the industry?

SECTION C: LEADERSHIP AND GOVERNANCE

In order to develop an entrepreneurial culture in an institution, strong and inclined leadership and good governance are crucial. Many education institutions include the words "enterprise" and "entrepreneurship" in their mission statements but this needs to be more than a reference. This section tries to capture the established state of leadership inclination towards Entrepreneurship. Please rate between 1 (min) – 5 (max) and provide examples if any.

1 – Is Entrepreneurship a major part of the institutional strategy?
2 – Is there a current commitment at high level to develop or implement an entrepreneurial strategy?

3 – Institute has a model for coordinating and integrating entrepreneurial activities at all level across the institution?

4 – The faculties and units across the institute has autonomy to act?

5 – Is the institute a driving force for entrepreneurship development across the wider regional, social and community environment?
SECTION D: ORGANIZATIONAL CAPACITY, PEOPLE AND INCENTIVES

Higher education institutions can be constrained by their own organizational structures and approaches, making it more difficult to carry out the types of entrepreneurial activities, which support their strategic objectives. This section identifies how inclined the institute is currently with their processes. Please rate between 1 (min) – 5 (max) and provide examples if any.

1 - The higher education institution’s entrepreneurial objectives are supported by a wide variety of funding sources/investment, including investment by external stakeholders.

2 - The higher education institution has a sustainable financial strategy in place to support entrepreneurial development.
3 - There are mechanisms in place for breaking down traditional boundaries and fostering new relationships - bringing internal stakeholders together (staff and students) and building synergies between them. Activities like business plan competitions; speaker sessions, networking sessions etc are frequently done.

4 - The higher education institution is open to recruiting and engaging with individuals who have entrepreneurial attitudes, behaviors and experience. In form of advisors, speakers, visiting faculty, permanent faculty etc
5 – The higher education institution invests in staff development to support its entrepreneurial agenda. Train faculty towards entrepreneurship education.

6 - There are clear incentives and rewards for staff that actively support the higher education institution's entrepreneurial agenda.

SECTION E: ENTREPRENEURIAL DEVELOPMENT IN TEACHING AND LEARNING

Higher education institutions are expanding their entrepreneurship and entrepreneurial education offer to the institution as a whole, including all staff and students. This section of the framework highlights a number of areas in which entrepreneurial development can take place, reflecting the need for the organizational structure to support entrepreneurial development as well as provide the right tools to deliver education and training opportunities both internally and via the external environment. Please rate between 1 (min) – 5 (max) and provide examples if any.
1 - The higher education institution is structured in such a way that it stimulates and supports the development of entrepreneurial mindsets and skills within their students.

2 - Staff take an entrepreneurial approach to teaching in all departments, promoting diversity and innovation in teaching and learning. Students are able to convert their ideas to ventures.

3 - Entrepreneurial behaviour is supported throughout the higher education experience; from creating awareness and stimulating ideas through to development and implementation.
4 - The education institution validates entrepreneurship learning outcomes. There is a mechanism to monitor the impact of entrepreneurship teaching.

5 – Institute collaborates and engaging with external stakeholders and its considered a key component of teaching and learning development in an entrepreneurial higher education institution.

6 - Research results are integrated into entrepreneurship education and training.
SECTION F: HELP ENVISION ENTREPRENEURS CAREER

The decision to commit to entrepreneurship is not a single act but a process. For education institutions to be entrepreneurial they need to support the pathways taken by would-be entrepreneurs (staff and students) from ideas to market growth or into employment. This is not just a process internal to the institution but one where a pluralistic approach in necessary providing access to internal and external opportunities and expertise. This section helps identify how aligned the institute is towards shaping up entrepreneurial careers. Please rate between 1 (min) – 5 (max) and provide examples if any.

1 - The higher education institution raises awareness of the value/importance of developing entrepreneurial abilities amongst staff and students.

2 - The higher education institution actively encourages individuals to become entrepreneurial.

3 - Business start-up education is offered across the curricula and faculties.
4 - The business start-up education offer is widely communicated, and measures are undertaken to increase the rate and capacity of take-up.

5 – A suite of business start-up courses exists, which uses creative teaching methods and is tailored to the needs of undergraduate, graduate and post-graduate students.
6 - The suite of business start-up courses has a differentiated offer that covers the pre-start-up phase, the start-up phase and the growth phase. For certain courses active recruitment is practiced.

7 – The education institution provides opportunities to experience entrepreneurship.

8 - The education institution provides support for individuals and groups to move from entrepreneurial ideas to action.
9 - Mentoring by academic and industry personnel is available.

10 - The education institution facilitates access to private financing for its potential entrepreneurs.

11 - The education institution provides access to business incubation facilities.
SECTION G: PRIVATE PUBLIC RELATIONSHIP FOR KNOWLEDGE EXCHANGE

Active involvement of a range of stakeholders has been shown to be a contributing factor in successful entrepreneurial education institutions. Building and sustaining relationships with key partners and collaborators is essential in achieving the full potential of a education institution, in entrepreneurship, in research, teaching and in other third mission activities. The motivation for this commitment is to create value for the higher education institution and society. Please rate between 1 (min) – 5 (max) and provide examples if any.

1 - The higher education institution is committed to collaboration and knowledge exchange with industry, society and the public sector.

2 - The higher education institution demonstrates active involvement in partnerships and relationships with a wide range of stakeholders.
3 - The higher education institution has strong links with incubators, science parks and other external initiatives, creating opportunities for dynamic knowledge exchange.

4 - The higher education institution provides opportunities for staff and students to take part in entrepreneurial activities with business/the external environment.

5 - The higher education institution specifically supports staff and student mobility between academia and the external environment.
SECTION H: MEASURING IMPACT

Underlying the drive to create a more entrepreneurial higher education institution is the need to understand the impact of the changes, which are made. There are many different types of impact an institution may seek ranging from the local to the global. The impacts affect internal stakeholders (students/graduates, staff) and also external stakeholders (local businesses, organizations and whole communities). Impact measurement in education institutions is underdeveloped. Therefore this section identifies the areas where an institution might want to measure rather than what to measure. Please rate between 1 (min) – 5 (max) and provide examples if any.

1 - The higher education institution assesses the impact of its entrepreneurial strategy.
2 - The higher education institution assesses the level of engagement in entrepreneurial teaching and learning across the institution.

3 - The education institution regularly assesses the impact of entrepreneurship teaching and learning.

4 - The higher education institution carries out regular monitoring and evaluation of the institution's knowledge exchange activities.

5 - The higher education institution carries out regular monitoring and evaluation of the impact of start-up support.

CLOSING NOTE: Thanks you for sharing your experience and input to fill the survey. We appreciate your time and effort and look forward to share the results in person with you in March 2014 during the roundtable.