



Review Article

A Brief Overview of Current Situation and Perspective of Entrepreneurship Education in Pakistan with Respect to other Countries

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Abstract

Entrepreneurship is a progression of vision, creativity and change. It entails an energy and enthusiasm towards the establishment and implementation of novel thoughts and innovative solutions. After almost six decades of neglect, higher education of Pakistan has started to show significant promise. Several projects are planned at modernization and capacity building of the system has been started as part of the long term strategic plan. However, there is a problem of deficiency of PhD programs to provide entrepreneurship facility. On the other hand, another problem arise due to lack of staff, which can be overcome by increasing the faculty staff, developing a strong network, and developing linkage and faculty exchange programs with universities having well known background in entrepreneurship education. In conclusion there is a need to boost research on entrepreneurship education. Research will raise knowledge of the focus area, which will provide base for entrepreneurship practices. To strengthen entrepreneurship education, teachers and students must develop positive approach concerning the importance of entrepreneurship; their contribution will help in spreading of knowledge and awareness among people. Moreover, government must pay attention to entrepreneurship education and implement the policies of the modal countries in Pakistani universities. Pakistani Universities should provide friendly atmosphere to the foreigners to visit them and start collaboration. © 2013 Friends Science Publishers

Keywords: Entrepreneurship education; Higher education; Entrepreneur; Pakistan

Abbreviations: EE (Entrepreneurship Education), HEC (Higher Education Commission), EPB (Export Promotion Bureau), BOI (Board of Investment), CBR (Central Board of Revenue), SMEDA (Small and Medium Enterprise Development Authority), PRSP (Poverty Reduction Strategy Paper). U.S.A (United States of America) U.K (United Kingdom), HODs (Heads of department), DOE (Department of Education)

Introduction

To define the term entrepreneurship is a tough question to be answered. There is neither distinct nor any fast definition provided by researchers (Alberti, 1999). Actually this field is not very enriched in literature; resultantly it cannot be defined properly (Shane and Venkataraman, 2000). However, number of efforts has been put forward for the clear description of entrepreneurship as a progression of vision, creativity and change. It entails an energy and enthusiasm towards the establishment and implementation of novel thoughts and innovative solutions (Sharma and Chrisman, 1999; Shane and Venkataraman, 2000; Gartner, 2001; Davidsson, 2003; Kuratko and Hodgetts, 2004).

So far history is concerned; entrepreneurship has supposed to be as long as living soul existed. Documented evidence, however has been roughly a couple of hundred years, firstly being used as a technical term in 1723 (Redlich, 1949). Defoe was the first man, to consider the value of the creative entrepreneur as a means of advancing industry

through creativity in 1697. Entrepreneurship has getting attention with high rate in the last century. In 1960s, for the first time entrepreneurship was thought as an academic course. Entrepreneurship is neither a magic, nor a mystery, and it is not a genetic as well that is inherited from parents to offspring. It is a discipline. And, like other disciplines, it could be taught and learn (Drucker, 1985). Whereas the teachings of entrepreneurship are concerned, there are two things education and trainings of entrepreneurship and commonly both are treated in same meanings (Curran and Stanworth, 1989).

At present Entrepreneurship Education (EE) has been included in curriculum by several universities around the globe. In USA, EE has more than two thousand courses at above 1,600 schools, 277 capable positions, 44 academic journals, mainstream management journals dedicating more issues to entrepreneurship, and in excess of 100 reputable and funded centers (Katz, 2003). All around the world entrepreneurship as a professional education is becoming popular (Kolvereid, 1996). Some individual and some

external factors are a reason behind this like Autio (1997) is of the view that there is a huge demand from the graduate students for the education of entrepreneurial studies. They also stated that there is a huge impact of entrepreneurial studies on the university graduates. Some of the researches also have shown the significance of entrepreneurship for the welfare of the community.

Previous studies indicated a positive impact of EE programs at universities on perceived attractiveness and feasibility of new business enterprise initiation (Peterman and Kennedy, 2003; Tkachev and Kolvereid, 1999; Fayolle and Lassas-Clerc, 2006). Many of these studies tend to have procedural limitations. For example, few studies employ a pre-post design, and even some involve a control group (Block and Stumpf, 1992). Most of the studies have believed self-selected participants with some existing predisposition towards entrepreneurship, thus biasing the results in favor of educational interventions (Gorman *et al.*, 1997). As far teaching and research is concern, in both it is believed that educational development has occurred over the years in the field of entrepreneurship. At present, the approach in most universities is to develop or expand EE and design exclusive and challenging curricula especially for entrepreneurship students.

Entrepreneurship Education in Pakistan

After almost sixty years of neglect in Pakistan, higher education has started to show significant promise. For the last couple of years, a large number of projects are planned at upgrading and capacity building of the structure has been started as part of the long-standing strategic plan. However, some operational issues such as quality control have arisen which need to be understood, as the entrepreneurial universities move forward to implement the reform agenda. A review of the ongoing HEC (Higher Education Commission) activities in Pakistan reveals noteworthy efforts to build and strengthen the higher education system in the country. One of the most important things is to set up a procedure, which clearly describes the concept of EE and its importance to the planning of future EE at the Pakistani universities. In particular, a good arrangement for faculty development, encouragement and compensation systems has been provided by HEC, which reveals the dedication of the higher education commission towards EE in Pakistan.

According to Haque (2007) between 1958 and 1970, 65% of total loan distributed by PICIC, pass on to the 37 monopoly houses. The nationalization of the large scale manufacturing zone, banks and insurance groups, in the 70s did not shrink elite capture. In the 80s, Pakistan saw a swing in the encouragement of the private sector but main concern was still given to large-scale manufacturing. The Export Promotion Bureau (EPB), The Board of Investment (BOI), and the Central Board of Revenue (CBR), pay much attention to the large scale industry. However, this trend changed its direction in the 90s following the awareness that

the growth of a globally competitive Small and Medium Enterprise (SME) sector could play a role as an engine for growth and sustainability to the national economy. The development of SMEs is now an essential part of important documents such as the Micro Finance Sector Development Program, the Poverty Reduction Strategy Paper (PRSP), the Education Sector Reforms 2001-2005, the SME Sector Development Program, the Reforms in Tax Administration and the Reform of the Financial Sector. Furthermore, in 1998, the Ministry of Industries, Production and Special initiative established the Small and Medium Enterprise Development Authority (SMEDA).

Entrepreneurship Education in China

After 1978, the increase in the Chinese economy was huge especially in agriculture and import, export small commodities; bring twofold growth/year, surpassing the performance of most other economies around the globe. From 1980-2002, in these 22 years, the growth of Chinese GDP averaged 8-10% per year and in 2005, China became the 4th largest and fastest growing economy in the world. This growth has been led by (SME's) (Gibb and Li, 2003). The last ten years saw the registration of more than 33 million SME's accounting for 99% of all economically active areas in China. Data has shown that for the past twenty years SME's have contributed to 76% of the extra GDP and 60% of total exports amounting to 150 billion US \$. 5.2 million New jobs were created by private enterprises in China Moreover, China economy become more flexible and competitive when it joined (WTO) in 2001. The factor behind the growing economy of china is the encouragement of entrepreneurial activities (Millman *et al.*, 2008).

Entrepreneurship Education in Brazil

To cope with the challenges posed by changes in international and national economies, universities and colleges in Brazil have launched and expanded EE offerings. The "New Business" course at the Getulio Vargas Foundation – School of Business Administration was established in 1981 as part of the MBA program, and after three years, a similar undergraduate course was instituted for business majors.

A web-based survey of 516 schools showed that around 32% of public and 11.5% of non-public higher education institutions offered entrepreneurship courses. 44.6% of these courses were offered in areas like Computing, Engineering, Communication, Tourism, Physical Education, and Speech Therapy. From 2004 to 2007, course numbers increased 27.8% in post-graduate business administration programs in the country. Some Brazilian institutions offer entrepreneurship centers, business incubators, and both minors and majors in EE. According to INEP-MEC, there were 39,555 higher education courses in Brazil in 2008. Out of these, 3,465

were in Administration and 988 in Computer Studies, Computer Engineering, and Information Systems. However, only 25 educational programs were specifically related to entrepreneurship and small business management (Lima *et al.*, 2012).

Entrepreneurship Education in Denmark

In Denmark, much attention has been focused on entrepreneurship in the educational system. In January 2010, The Danish Foundation for Entrepreneurship - Young Enterprise (FFE-YE) has been established to support the development and distribution of entrepreneurship education at all levels of study in the educational system i.e., from ABC to PhD. In January 2011, FFE-YE initiated the first report: 'Impact of entrepreneurship education in Denmark'. The report mentioned the results of a feasibility study based on a broad Danish population study. Training in entrepreneurship often encourages desire and especially skills for innovation and start-up. 60% of the respondents answered that their skills in starting a business had improved and 43% said they were more motivated for doing so.

The results of first study of the effects of EE at basic level are based on a survey among 2,000 representing adolescents in Denmark born in 1996. The young 9th graders are about to make key decisions about further education or/and jobs. Almost all respondents (95%) are positive towards entrepreneurship. 2.4% were already in the process of starting their own business (nascent entrepreneurs) and as many as 53% would like to start one. This proportion is higher, reaching 63% if they know someone who has started a business within the last 3 years. Thus more than 50% of the students want to start their own business and 58% of them would like to have some experience before start (Anonymous, 2011)

Entrepreneurship Education in USA

After 2 years of reduction, entrepreneurial activity in the U.S.A increased from 10.5% (2002) to 11.9% (2003). Based on GEM study, among the G7 countries, U.S.A exhibits maximum Total Entrepreneurial Activity (TEA) rate and having the 7th highest TEA rate among the thirty one countries. In addition, in 2003, around nine percent of Americans were intended to start a new business to get the opportunities that might improve their living standards, while only 1.7% was planned to start a new business due to the lack of other job opportunities. Entrepreneurship in the US continues to bloom at very high levels and seems to be moving forward of the general economic recovery of the country. Fig. 1 shows total entrepreneurship activities by different countries in 2003. The resulting value for the TEA rate would fall within the band in 95% of the cases. Thus, smaller the band, more accurate will be the estimate (Maria and Bygrave, 2003).

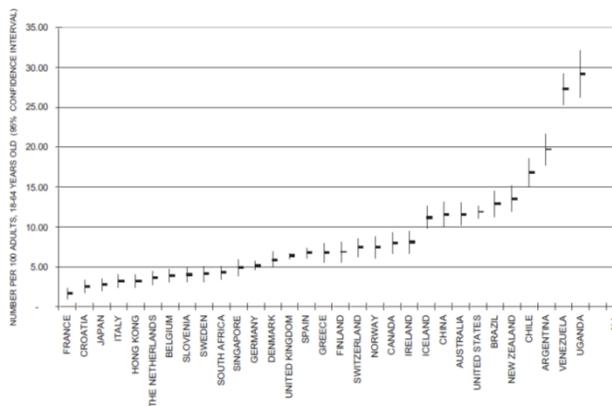


Fig. 1: Total Entrepreneurial Activity (TEA) by Country: 2003 (Maria and Bygrave, 2003)

Entrepreneurship Education in Estonia

In Estonia, on October 2010, a joint agreement for promoting EE was signed by the Minister of Economic Affairs and Communications, the Minister of Education and Research, the Director of the National Examinations and Qualifications Centre, the Chairman of the Estonian Chamber of Commerce and Industry, and the Chairman of the Enterprise Specific strategy Part of a broader strategy Ongoing initiatives. According to this agreement, the Estonian Chamber of Commerce and the Academic Advisory Board for Business Education has to publish a document for promoting EE (<http://eacea.ec.europa.eu/education/eurydice>).

Entrepreneurship Education in Netherland

The Dutch, ministries responsible for Economic Affairs, Nature and Food Quality, Education, Culture, Science and Agriculture, have been promoting entrepreneurship in education since 2000. In 2005, the government started the Programme Partnership Leren Ondernemen, which was followed in 2007 by the Education and Entrepreneurship Action Programme and in 2009 by Education Networks Enterprise, through which it provide a financial support scheme to help educational institutes to integrate entrepreneurship education into their policies and curricula (<http://eacea.ec.europa.eu/education/eurydice>).

Entrepreneurship Education in UK

In the U.K, the Youth Entrepreneurship Strategy started in 2004 to provide a structure and focus for EE in Wales. The initiative is continuing and this action plan covers 2010-2015 (<http://eacea.ec.europa.eu/education/eurydice>).

Entrepreneurship Education in Norway

In Norway (2004 to 2008) 'See the Opportunities and Make them Work! Was the 1st strategic plan for entrepreneurship

in education and training. Another action plan (Entrepreneurship in Education and Training), which ran from 2009 and will be up to 2014 was started in September 2009. The aim of the plan is to improve the standard and scope of EE and training at all levels and in all education systems (<http://eacea.ec.europa.eu/education/eurydice>).

Entrepreneurship Education in Bulgaria

In Bulgaria, the Programme for the Development of Education, Science and Youth Policy (2009-2013) perceived entrepreneurship being developed in schools through modules integrated into the curricula. Furthermore, the National Programme for Youth (2011-2015) has its first priority, encouraging young generation's personal development and economic well-being. Moreover, the Bulgarian National Lifelong Learning Strategy (2008-2013) calls for the incorporation of entrepreneurship into education in both curricular and extra-curricular outlines (<http://eacea.ec.europa.eu/education/eurydice>).

Entrepreneurship Education in Greece

In Greece, EE is included in the strategy for the New School in 2010, which pursues the educational strategic scheme shared with EU, which improve innovation, entrepreneurial spirit and creativity (<http://eacea.ec.europa.eu/education/eurydice>).

Entrepreneurship Education in Spain

In Spain, the ministry of education (MOE) at national level and different Autonomous Communities at regional level developed the EE by set up regulations on education together with such aspect and designing educational programs to promote it. Additionally, the 2011 Plan for Entrepreneurial governed by the Ministry of Industry, Energy and Tourism, fosters actions to boost up and promote entrepreneurship initiatives. These include the allocation of procedures and educational stuff for EE, introducing curricular and extra-curricular activities, work together with regional ministries, chambers of commerce, associations and private sectors (<http://eacea.ec.europa.eu/education/eurydice>).

Strategies to Create Conducive Environment for Entrepreneurship Education in Pakistan

The following suggestions and strategies need to be considered and adopted to create an environment in the Pakistani universities conducive to Entrepreneurship Education:

There is a need to boost research on entrepreneurship education. Research will raise knowledge of the focus area, which will be a significant and indispensable base for further development and achievement of entrepreneurship

practices. To guarantee the wide foundation of EE, it will be vital to encourage widespread sharing of instruction in EE to all Pakistani universities. To strengthen entrepreneurship education, focal persons i.e., faculty members and students must develop conscious approach concerning the importance of entrepreneurship. Establishment and continuance of networks among the various groups will be the main contribution to creating awareness and developing competence and spreading of knowledge. So as to ensure that EE is also viewed in an international perspective, it is necessary to exchange practices with foreign universities and often work together on projects and research.

The universities must set up, assimilate and ensure quality EE. Dynamic work on local curriculum that has all parts of the Knowledge Promotion Reform as their point of departure is fundamental to incorporating EE.

Competency should be created in teaching staff, both in- service and in pre-service training, to attain proficiency in teaching of entrepreneurship education; the same is advised for the training provider as well.

Furthermore, a policy framework needs to be established with controls in place to ensure that policies are correctly implemented and corrective measures must be taken where problems are experienced.

The policy framework must also make provision for a support system for teachers teaching the subject. This support system must be able to provide guidance to teachers and assist in enhancing the way the subject is taught. This can happen at district level where schools in the same area can form a support group. These groups can meet on a regular basis to share ideas, method and teaching strategies that will enhance the teaching of the subject. This will also contribute to uniformity in the way the subject is taught. Furthermore, Department of Education (DOE) officials can also arrange for experts on the subject as well as local businesses to provide inserts at these meetings that will further enhance the way the subject is taught.

Ongoing training through regular workshops is required to support teachers and to enhance the teaching of entrepreneurship education. This training should be provided by the DOE and the Ministry of Education should ensure that local DOE offices are providing this training to teachers.

To further enhance the training provided to teachers The Ministry of Education should involve stakeholders from industry in the training process. Furthermore, The Ministry of Education and the DOE should involve tertiary institutions as knowledge centers in the training of teachers.

To obtain the goal of entrepreneurship education the National Curriculum Statement need to offer entrepreneurship education as an independent subject and not as one of the learning outcome of Business Studies. Entrepreneurship education covers sufficient content to justify its independence as a subject. Offering entrepreneurship education as an independent subject would eradicate confusions about the goal of the subject. Teachers

would then be able to focus on creating a desire with learners to start their own business and this is not the case with Business Studies, which prepare them to become efficient employees. Furthermore, this will also address the current time constraints experienced by teachers teaching the subject and allow more time for practical activities to be offered. This will also allow more time for the practice of financial calculations. Furthermore, teachers can enhance the way this section is taught by inviting financial experts or even the accounting teacher to explain this section of the content to the learners.

In terms of the content of the subject entrepreneurship education should make provision for an explanation of the entrepreneurship model so as to ensure that learners are correctly focused on business opportunities as the most important requirement to start a business. Furthermore the content of entrepreneurship education must also clearly emphasize the difference between ideas and opportunities so that learners know that not all ideas are necessarily good business opportunities.

To develop entrepreneurial skills and to create entrepreneurs, entrepreneurship education must offer a variety of practical activities that will provide school leavers with the required practical experience they require to start their own business. Providing practical activities would ensure that a link is made between entrepreneurship education content and the real world of entrepreneurship. Practical activities should involve market day activities and learners launching an in-school business. Exposure to such activities and experiencing success in this regard will encourage the desire among school leavers to start their own business after school.

Providing learners with practical activities will also allow learners to explore their own entrepreneurial qualities and allow for the development of creativity. It is of the utmost importance that entrepreneurship education is offered in such a way that it enhances the development of creativity and inspires innovation. Learners should be taught how to think out of the box to address problems in their immediate surroundings.

Besides tests and exams, learners should also be assessed on a practical activity such as launching their own, in-school business. Local business can become involved in assessing this activity and schools should ensure that they acknowledge the entrepreneurial achievement of learners that excel in this activity.

Local entrepreneurs should be used in the teaching of entrepreneurship education so that learners are provided with visible real life role models to emulate. These entrepreneurs could be asked to explain part of the content of the subject to the learners or just to tell learners how they went about starting their own business. This will enhance the entrepreneurial knowledge transferred to learners as they would now be able to link the theory to real life situations.

Past pupils who have achieved entrepreneurial success should be invited back to the school to share their success

story with the learners.

Policies should be developed that will enhance the relations between schools and local businesses. Local businesses should realize that social responsibility does not just mean assisting the needy, but also requires assistance with the development of future business leaders. Entrepreneurship education should be a permanent item on the agenda of local business forums. Furthermore, the Department of Education should work closely with the local business chambers to establish closer links between schools and local businesses. Teachers should be able to ask local business people to explain certain business aspects to learners. This will enhance the entrepreneurial knowledge of learners as they will be getting real life business advice.

Furthermore, a program should be developed between local business and schools that will allow learners to work at local businesses during school holidays. This will allow learners to gain firsthand experience in how to run a business.

The DOE should prescribe a uniform text book for schools to use in the teaching of entrepreneurship education. Furthermore, additional resources, like audio visual material and posters explain subject content, should be developed and provided to schools to assist teachers in teaching the subject. Furthermore, networking between all stakeholders and participants in the system of educational service delivery is required.

To encourage entrepreneurial activities among learners the DOE could initiate a competition that will award prizes to learners who develop the best business plan or who has launched the best in-school business. Local businesses can assist in judging the competition activities.

Schools should also be encouraged to involve Non-Governmental Organizations (NGO's) like Junior Achievement (JA) in the teaching of entrepreneurship education as well as to provide extramural activities to learners. The establishment of entrepreneurial societies among learners at school level should be encouraged as this will allow learners to collaborate with peers in terms of entrepreneurial activities. Finally, establishing contact on a broader contact through discussions with foreign counterparts will allow for the sharing of ideas and the emulating of best practices in terms of entrepreneurship education.

Conclusion

Being a developing country, Pakistan is facing certain problems like poverty, unemployment, and low economic growth. Entrepreneurship is a key force to push forward an economy Wealth and most of jobs are generated by small businesses, which are started by individuals with entrepreneurial mind, which leads them to start business on high level. People exposed to entrepreneurship repeatedly express their self as they have more chances to implement creative freedoms, higher self-value, and having

sufficient control over their lives. Therefore, higher educational institutes in Pakistan need to pay more attention to Entrepreneurship education so as to increase the opportunities for young generation to start their own business, which will ultimately lead to reduce unemployment and push forward an economy of the country. Looking forward to public and private sector, they must provide friendly environment to international entrepreneurs to come to Pakistan and start business here. Like model countries i.e., USA, UK and China, Pakistan must also prepare a road map for entrepreneurial activities, because this is one of the ways, which will eradicate poverty and unemployment.

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