



Developing Entrepreneurial Mindsets in Pakistani Schools at Matric Level

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HIGHLIGHTS

Pakistan's education system relies heavily on rote learning, limiting creativity, startups, and critical thinking. In contrast, countries like China, Singapore, Finland, and the U.S. foster innovation through entrepreneurship education. Pakistan should introduce such programs at the matric level to promote self-employment, economic growth, and a more competitive, sustainable future.



Introduction

Pakistan's education system needs more attention to skill development-oriented subjects like mathematics, sciences, literature, and other subjects, which are prerequisites for academic knowledge. Nevertheless, more is required to develop entrepreneurial skills in a modern competitive world. An educational course on entrepreneurship results in many students needing to become more familiar with the problems of the contemporary business world. Job opportunities are also minimized, and the progress of the national economy slows down. Nearly from the population, 60% of Pakistanis are below 30 (Saud, 2020). However, Pakistan enjoys a demographic divide, and it is still unlucky to have an education system inherited from the British era based on rote learning and an exam-oriented system. The current matriculation system mainly equips the learner for the conventional occupation sectors such as teaching, engineering, or even the medical field, with hardly any measure provided for entrepreneurship. Therefore, some students leave the institution without the essential attributes and attitude to create a business or become innovators.

Background and Context

Historical Context of Pakistan's Education System

Education in Pakistan has always focused mainly on core subjects, including Mathematics, Science, and Literature, adopting the colonial method of teaching and learning that primarily stresses bookish

knowledge rather than applying knowledge. Although these subjects are crucial, the curriculum is still missing the needs of the modern, competitive, entrepreneurial, and economic environment. Other competencies like enterprise, company operations, and a monetary sense that many establishments require today are lacking & learners are not ready for the current economic society.

The non-implementation of entrepreneurship education in the conventional curricula has resulted in a generation with little or no aptitude for critical thinking, problem-solving abilities, and risk-taking, which defines most entrepreneurs. Furthermore, Pakistan's exam-based education system changes its direction towards non-conventional careers, as the students are made to aim more for secure jobs rather than becoming entrepreneurs (Malik et al., 2023). Regional disparities make the situation worse, whereby the rural areas provide nearly zero opportunities to acquire knowledge and tools for entrepreneurial development (Gul, 2022). This dictates that a large population of youths in Pakistan must still be ready to start businesses

Global Comparison: Learning from International Models

Currently, entrepreneurship education is being implemented in several countries, and Pakistan can follow those that have taken good examples below. Out of all the countries analyzed in this article, the US, China, Singapore, and India have set significant milestones in their quest to support entrepreneurship. The results for these countries were all right, and there were also economic growth and innovation improvements. In the United States, the push towards entrepreneurship education has begun to take shape, and schools have adopted specialized courses addressing the practicalities of entrepreneurship, such as business planning, promoting, and financing entrepreneurship (Soomro & Shah, 2022). Some states, such as California and Texas, have already designed elaborate plans that include startup incubators as well as business competitions.

Similarly, China introduced the teaching of entrepreneurship into its education system at an early stage, expecting to foster an entrepreneurial culture among students. This focus has helped China become the leading supplier of manufacturers and technologies internationally and many successful startups in technology and e-commerce. The Applied Learning Program (ALP), which started in 2013, is now compulsory in secondary schools in Singapore (Jiatong et al., 2021). It emphasizes experiential learning and the creation of learning projects, which are useful in polishing the skills required for entrepreneurship. The importance of entrepreneurship is supported by India's National Education Policy (NEP) 2020, where states like Karnataka and Maharashtra are leading the measures that introduce the concept of entrepreneurial education to students (Jiatong et al., 2021). To learn from these successful models, Pakistan should plan to deal with the talent and innovation of its youth to create employment opportunities.

Current Education Statistics and Trends

This paper aims to highlight this disparity between education and the other aspects of business and socio-economic development in Pakistan. The current setup of learners is disadvantageous as most learning is based on theory, and the student needs to gain the necessary skills to manage or start a business. This leads to low levels of entrepreneurial self-efficacy, which is confidence in one's ability to start, operate, and succeed in an enterprise (Govindasamy, 2021). However, compared to global economies such as the USA, China, India, and other countries, Pakistan currently has fewer start-ups and small businesses for innovative industries. However, the population of Pakistan is quite large, and, unfortunately, the culture of entrepreneurship development has not been actively encouraged here (Hafeez, Iqbal, & Imran, 2021).

Key Stakeholders

Several significant players are interested in including entrepreneurship education in the Pakistani school system. Many key functions in defining the course of educational processes are carried out at the governmental level, setting the necessary policy frameworks. Akram and Yang, (2021) stated that

educational policies could have been better implemented in Pakistan, and even they lacked seriousness in adopting a new reformation curriculum, particularly entrepreneurship (Akram and Yang, 2021). Therefore, there is a need for the government to focus more on a long-term plan that will ensure that entrepreneurship is included in the education system from the basic level through tertiary institutions.

Educational institutions implement some of the policies as the front-line players. Schools must reform their educational programs to integrate knowledge of entrepreneurship and train educators to be master's at teaching the skills. Interaction with professionals and businesspeople such as entrepreneurs, business leaders, and coaches can enrich the educational experience by offering examples of work encounters and tutoring to students (Kayyali., 2023). Industry professionals are also important in creating avenues through which students can get internships, workshops, and business competitions.

Problem Statement

Clear Definition of the Problem

Lack of education in entrepreneurship at the matriculation level is one of the biggest problems that economically slow down Pakistan's growth and innovation. The education system pays considerable attention to formal subjects such as mathematics, science, and literature but neglects key activities required in entrepreneurial pursuits. At the end of the matriculation level, students need to be able to develop the fundamental concepts of business development and innovation, manage their finances, and engage in entrepreneurial activities (Sibanda., 2021). Therefore, students need opportunities to become job creators, so their economic activity is somehow bound and does not allow development.

In the context of a constantly changing economy, the entrepreneur's profession is increasingly considered important for development. Nevertheless, Pakistan's educational system must prepare youth to create new ventures and employability skills, including innovation and resourcefulness (Habib et al., 2020). If such skills are not learned, then what is left for the students is to search for job employment and get stuck in the rat race of employment instead of employers. There needs to be more access to actual encounters with mentors and even more practical experiences.

Scope of the Problem

The absence of entrepreneurial education at the matriculation level seriously affects the student's employment and career decisions. It is more important in Pakistan, where youth unemployment quickly emerges as a significant social issue. In Pakistan, the average young person bears the burden of unemployment because the skills they learn in school do not fit the market needs (Ali et al., 2024). Most students, especially those from middle- and lower-income earning backgrounds, have been trained to perceive conventional forms of employment such as government services, education, and health sectors as more stable career paths. However, such sectors as the construction and manufacturing industries cannot provide work to the rising number of graduates, and the graduates remain unemployed (Shaheen et al., 2021). It leads to a workforce of people seeking employment rather than employers, a parody of human resources. Introducing entrepreneurial education at the school level can change this attitude and make a student become an entrepreneur.

Additionally, there needs to be more entrepreneurial education. Entrepreneurship creates new industries and economic diversification. The lack of understanding of business at an early-stage leaves students unable to affect the process. In their study, Kamran et al. (2024) posits that understanding and innovation are central to increasing efficiency and developing entrepreneurial sources where most new employment opportunities are offered, such as SMEs. Lack of entrepreneurship education negatively affects Pakistan because it has a chance of not preparing young people for economic development as innovators

Why Action is Needed

There is an urgent need for action to bridge this gap in education in Pakistan, particularly when this country is facing economic crises. Pakistan suffers from inflation, unemployment, and a lack of foreign investment, especially since the high youth unemployment rate (Habib et al., 2020). In a struggling economy that does not allow for the absorption of new graduates, it is important to encourage young people to become entrepreneurs, solve these problems, and create jobs. Hasan (2020) points out that women's entrepreneurship, especially in urban areas, has been instrumental in pulling families out of poverty (Hasan., 2020).

Analysis and Evidence

Root Causes of the Problem

The lack of entrepreneurial education in Pakistani schools can be explained through historical, cultural, and institutionally related influences that define Pakistan's education system. Historical context-wise, Pakistan also follows the colonial education system that placed much emphasis on academic disciplines, including sciences, mathematics, and the humanities. The goal of this approach was to produce human resources for administrative activities rather than generating ideas, inventions, or abilities in economic enterprises (Qureshi & Mian, 2021). This traditional education structure remains deeply rooted in the curriculum, especially at the matriculation level, where the students are encouraged to follow traditional employment processes, not entrepreneurship.

Culturally, Pakistan has a very highly risky society where people prefer security jobs rather than taking a venture. Entrepreneurship is often regarded as a risky activity, which, on the one hand, makes students and their parents reluctant to decide to become an entrepreneur. Several families, especially from rural areas, wish their children to choose careers that are viewed as safer and more secure than others, such as teaching, engineering or medicine (Zafar et al., 2022). This cultural inclination towards fixing the conventional occupation profiles has an even more entrepreneurial spirit in learners. The United States, China, and Singapore have long encouraged the culture of entrepreneurship as a noble profession and have since integrated entrepreneurship education into the academic curriculum to enhance creativity and prosperity.

Specifically, at the institutional level, the country has yet to provide a suitable education policy and structure that meets the challenge of the global economy. The absence of Government-led policies on EB is one of the significant challenges (Guerrero et al., 2021). Although only some universities across Pakistan have initiated courses in entrepreneurship, the matriculation and intermediate syllabus do not encourage entrepreneurial courses or have provisions for such courses. Furthermore, it is also important to note that the Pakistan education system lacks a linkage between the academic and business worlds, adding multiple barriers to integrating entrepreneurial education (Zaman et al., 2021). Because a curriculum separates theory and practice, students must prepare to join the labor markets as entrepreneurs or innovators.

Consequences of the Status Quo

The lack of implementation of entrepreneurship studies in the curriculum harms Pakistan's economic growth. Among other effects, the degree of possible job creation is likely to be challenged. Lack of encouragement of entrepreneurial education and training shows that as much as the traditional education system encourages job-seeking roles instead of creating roles, students will not venture into this area of the economy, making the few remaining individuals come up with new businesses and employment (John et al., 2022). This direct dependency on traditional employment acts as a bottleneck in the economy, exposing the country to high unemployment and under-employment ratios.

Nevertheless, one more outcome of the current system is the weakening of Pakistan's economic stability. Entrepreneurship and economic development will thrive better when a country has a favorable ecosystem (Shakeel et al., 2020). The key fact is that the business outlook provokes various changes in the economic activity model, including essential elements such as innovation and diversification of production and search for new non-receding branches and sectors, which allows the creation of a stably growing society. Through the lack of involvement in creating an entrepreneurial mindset in the country's youth, Pakistan will likely become an observer while the rest of the world progresses with opportunities such as automation, artificial intelligence, and digital change.

Moreover, low education in entrepreneurship leads to low levels of innovation due to a lack of teaching on the same. Creation is an important cause of growth and competitiveness. Currently, in Pakistan, there is no entrepreneurship education embedded at the primary level students need to think creatively to look for opportunities to solve market needs or to provide social solutions to societal problems. Countries highly advanced in entrepreneurship, like China and India, have diversified their economy and competition due to school-induced entrepreneurship culture (Amjad et al., 2020). This inadequacy has seriously disabled Pakistan from coming up with structures suitable for operating in the international market and for establishing companies suitable for the current economy.

Existing Policies and Initiatives

Few countries have paid attention to entrepreneurship at the matriculation level. Pakistan has less focus on entrepreneurship education than other countries, but there were some attempts to deal with entrepreneurial skills at the higher education level. However, this has yet to be done on a large scale to bring long-term change in the overall education system. In some universities in Pakistan, entrepreneurship education has been offered as optional courses or part of business studies (Qureshi & Mian, 2021). These are generally targeted at students of business faculties and need to meet the call for entrepreneurship education for students in all disciplines at the school level.

Meanwhile, nations such as India and China, on the other hand, have worked hard, seeking to incorporate entrepreneurial innovation into their systems. In the country with the second-largest population in the world, the government established the National Entrepreneurship Mission (NEM) to encourage entrepreneurship and ensure education and funding to interested people (Lee., 2023). Furthermore, the major scheme is the Atal Innovation Mission (AIM), which aims to establish innovation centers in schools and colleges to help students develop early entrepreneurial skills. In China, the government has developed policies that force universities to network with companies and develop policies for entrepreneurial universities.

These two instances in India and China show the effectiveness of promoting entrepreneurship education from the onset. However, in Pakistan, such comprehensive policies need to be improved. Though schools, colleges, and universities are making isolated efforts to foster entrepreneurship, the absence of an organized national policy and curriculum development has led to scattered attempts that have failed to reach enough of the population.

Data and Research

A study on the effects of entrepreneurship education for young students explains why such schemes should be conducted in various learning institutions to enhance achievements in logical analysis, decision-making, and financial literacy among college learners. In their study, Soomro and Shah (2022) identified that students who receive entrepreneurship education display higher levels of entrepreneurial self-efficacy and higher entrepreneurial career intentions. Incorporation of entrepreneurial thinking at this level helps the students to analyze the environment in terms of challenges and opportunities and come up with relevant solutions (Zaman et al., 2021). Furthermore,

experience also reveals that entrepreneurial education helps to develop the mindset necessary in the contemporary economy, including readiness to take risks, perseverance and innovation. Youth unemployment has become a menace to the country's economic development, enriching the academic matriculation assessment with the ideas and principles of entrepreneurship education may solve the need for more correlation between the obtained knowledge and the requirements of the labor field.

Methodology

Research Approach

The focus of this study is to understand educators and school administrators regarding the implementation of entrepreneurship education at the matric level in Pakistan, which uses a qualitative approach and thematic analysis as a method. Qualitative research will be convenient for this study because it will capture the participants' attitudes, practices, and barriers to using entrepreneurial education. Thematic analysis is quite helpful when searching for patterns and themes that might have been obtained from the gathered data and maximizes the examination of subjective information. This approach helps to identify the potential factors and possible initiatives for incorporating entrepreneurship in Pakistan's second education system.

Data Collection

The data collection process includes interviews with the selected participants: educators and school administrators. These participants were chosen mainly because of their interaction with the education sector, complaint, curriculum development, pedagogy, and policy. The questions given in the interviews revolved around the current scenario of entrepreneurship education, perceived difficulties, and possible solutions to incorporate business education at the matric level. The research uses paper and oral interviews to introduce various opinions, ideas, and emotions. While one written interview gives more context and elaborate answers, the audio interviews give spontaneous feelings and the whole picture of the participants' experience. Using these two formats helps to maximize the reliability of the findings because data obtained from one format is cross-checked by another set of data from another format, leading to data triangulation.

Data Analysis Process

- ✓ The study employs thematic analysis to identify recurring themes in the interview responses. This process involves:
- ✓ Familiarization with Data – Transcribing and reviewing the interviews to gain an overall understanding of the responses.
- ✓ Generating Initial Codes – Assigning labels to significant statements and ideas related to entrepreneurship education.
- ✓ Identifying Themes – Grouping codes into broader themes such as curriculum rigidity, lack of teacher training, cultural barriers, and financial constraints.
- ✓ Reviewing Themes – Refining themes to ensure they accurately reflect the collected data.
- ✓ Interpreting Findings – Drawing conclusions based on the thematic patterns identified in the analysis.

Ethical Considerations

The study has embraced and meets ethical research standards about anonymity, voluntarism, and informed consent. Participants were explained about the objectives of the study, and then consent was sought from all the participants before the interviews. To consider the respondents' right to privacy, all answers gathered during interviews were depersonalized, and no individual data was included in the analysis. Finally, the data collected was secured and solely used for research purposes by ethical research practices. Through this method, the study provides a research design that guarantees a rigorous and ethical approach to tackle the research problem and explores challenges and relative opportunities related to matric-level entrepreneurship education in Pakistan. The conclusions drawn in this study will improve the understanding of how the enhancement of entrepreneurship can be introduced into Pakistan's education system.

Results

This section offers findings of thematic content analysis made from interviews with educators and school administrators. The responses are divided into five themes that capture the major concerns, concerns and suggestions that the participants offered regarding the enhancement of entrepreneurship education at the matriculate level in Pakistan.

Theme 1: Lack of Entrepreneurial Education in the Matric Curriculum

This was another area that dominated the interviews, in which the participants complained that there was no formal education in entrepreneurship among the subjects offered in the current matriculation. Study participants reasoned that the education system in Pakistan is more or less focused on rote learning and theoretical rather than practical knowledge. While there is an increase in the importance of entrepreneurship as a skill needed to develop economic growth, teaching and learning of business and start-ups is not featured in senior secondary education syllabi. For instance, educators noted that students graduate from school without basic competencies in business but with poor financial literacy or no experience thinking like an entrepreneur. One school principal noted:

"Our students are prepared for traditional professions like engineering and medicine, but there is no structured effort to teach them how to start and manage their own businesses. Even in business studies courses, the focus is on definitions and theories rather than real-world application."

This study revealed that some participants agreed with one another that entrepreneurship education is not a high priority at the national level. One curriculum developer mentioned that the Single National Curriculum (SNC) does not have an included subject on entrepreneurship at the moment. However, students get limited access to them through electives in business subjects, which do not necessarily equip them with knowledge in entrepreneurial thinking, decision-making, or even risk-taking innovation. School administrators also claimed that the school lacked a proper program to guide the learners who wanted to do business. Students are not motivated to pursue entrepreneurship as a viable career path because the curriculum that is provided to them does not up their creativity and teaches them business skills. The lack of practical business activities among adult learners also supports the notion that business is not a serious course to pursue at the secondary level.

Theme 2: Challenges in Implementation

Despite challenges at the implementation's genesis, several broad concerns were noted even among participants who supported the inclusion of entrepreneurship education. Lack of governmental concern, policy barriers, and strict curriculum were mentioned as significant challenges in implementing business studies in the chain of matric schools in Pakistan.

One participant explained:

"Changing the curriculum is not an easy task. It requires approval at multiple levels, from provincial

education departments to federal authorities. Even if a subject like entrepreneurship is proposed, it takes years to be formally introduced."

A persistent problem common in the execution of entrepreneurship education was the shortage of qualified teachers. Some of the concerns voiced by participants were that most of the schoolteachers lack formal business training and experience in practicing business. A senior teacher shared:

"Even if we introduce entrepreneurship as a subject, who will teach it? Our teachers are trained in traditional subjects. They lack the real-world business knowledge necessary to inspire students."

Moreover, the study identified the problem of having limited resources to achieve the goal. The problem with modeling schools in Pakistan is that unlike in developed countries, schools do not have access to business incubators and these startup programs and do not have the infrastructure through which practical business training can be imparted. Schools receive little money from the government and thus have problems securing funding to introduce new programs. One school administrator emphasized:

"We barely have resources for science labs, how can we create business incubators for students? The financial constraints make it hard to introduce hands-on entrepreneurship learning."

Some of the interview findings also relate to the current issue within schools and industries, which is the lack of interconnectedness. China and America's high school programs for young entrepreneurs rely on the support of businesspeople and entrepreneurial mentors. There are hardly any such efforts in Pakistan that restrict students' exposure to practical business experience in any way.

Theme 3: Need for Practical Exposure & Training

Most of the interviewees outlined the fact that there is no way that entrepreneurship can be taught through writing a book. However, only viable prior experience and business management students, simulation, and mentorship programs are needed to cultivate an entrepreneurial spirit in learners. A school administrator argued:

"If we really want students to develop business skills, we need to move beyond theory. They should be encouraged to work on real-life business projects, manage small startup ventures, and learn from real entrepreneurs."

Several participants mentioned that apprenticeship resources should be given to develop the skills of students to be entrepreneurs. They recommended introducing student-led enterprises within schools to ensure that students have a real operation experience, decision-making on operation ventures, and the antecedent market trends. Also, business competitions and start-up challenges were suggested to foster innovation, analytical skills, and creativity. These activities would help the students come up and showcase their business ideas and foster the spirit of entrepreneurship. In addition, internships and mentorship with successful entrepreneurs were identified as significant because such opportunities expose the students to the activities that are handled in real business environments, and offer networking chances that enable the students to learn from successful entrepreneurs. One Principle noted:

"Students need experiential learning. Imagine if schools provided funding for student-run businesses or set up local business fairs. This would not only teach them practical skills but also build confidence in their ability to become entrepreneurs."

Several educators stated that it is possible to develop entrepreneurship incubators that offer students practical assignments that involve creating actual business plans. However, they recognized the fact that only with government and private partner support will such programs have to be made financially feasible.

Theme 4: Cultural Barriers & Mindset Issues

One of the key issues mentioned by the interviewees was the cultural attitude to business and entrepreneurship in Pakistan. Some of the responses highlighted that the current generation of parents dissuade their children from venturing into business because they consider employment in formal sectors with fixed and steady-paying occupations as more desirable.

One teacher highlighted:

"There is a stigma attached to entrepreneurship in Pakistan. Parents believe that starting a business is too risky, so they push their children towards conventional career paths like engineering or medicine."

This fear of failure emerged in their comments repeatedly. This line is clear and concise and makes the argument that students are reluctant to embrace business risks because they consider it a personal and monetary loss. In contrast to the cultures of venture creation, such as that of Silicon Valley, where failures are considered good experiences, Pakistani culture focuses on job security. Furthermore, there were gender discrepancies in the interviews conducted regarding the perception of civil servants. Female students have other challenges, such as entrepreneurship, due to some cultural taboos that were placed on women. A school principal stated:

"Many of our female students have great business ideas, but they don't get family support. Parents often discourage them from taking entrepreneurial risks."

Theme 5: Recommendations from Interviewees

Four significant recommendations call for the effective integration of entrepreneurship education at the matriculation level, as highlighted in the interviews. Curriculum integration was a main recommendation with reference to making entrepreneurship a fixed subject or offered as an option. Most participants propose that a subject should be associated with practical business aspects rather than purely theoretical lessons. Further, other initiatives suggested were the encouragement of workshops and business incubators where students would engage in business simulations, actual business competitions, business mentorship, and student enterprises. The third factor was the industry linkages in which schools engaged companies and other young and budding entrepreneurs to provide sponsorship, apprenticeship, and funds to youth willing to venture into different businesses. Other points raised included the call for teacher knowledge and skill development programs so that the developers of knowledge, skills, and attitudes of the entrepreneurs are trained properly. Lastly, the issue of awareness and parents was also highlighted, and schools were encouraged to organize awareness-creation efforts to persuade the students and parents to embrace entrepreneurship education and innovation.

Policy Options and Recommendations

Given that Pakistan is now faced with the challenge of popularizing the disposition of entrepreneurial education in the country's school systems, the following policies can assist in this regard. All these options should be implemented in a way that meets the requirements of entrepreneurship education while being practical considering Pakistan's existing educational system and culture. This section analyzes three possible policy scenarios that are entrepreneurship as an elective subject, entrepreneurship as a compulsory subject, and business enhancement workshops with mentors as an optional or compulsory subject and offers a combined approach.

Policy Option 1: Introduction of Entrepreneurship as an Elective Subject

The first suggested policy option involves incorporating entrepreneurship as an extra course at the matriculation level. This approach would give students a simple understanding of entrepreneurship while maintaining the normal syllabus. Elective status would help schools introduce entrepreneurship as a course without revolutionizing the school system.

Advantages

Flexibility: Replacing the current subject with entrepreneurship as one of the electives makes it possible for schools to ease into the subject and work out the best way to incorporate it into the curriculum (Wang., 2022). Through a student's option to follow this path, one can determine the level of interest that may be present and adapt the course in the future.

Minimal Disruption: This option would not require a radical change in the current system of education. It would not necessarily mean a revamp of the curriculum or major changes in tutor-learner practices within the classroom. Unlike other optional subjects, the nature of the subject makes it easy for all schools to adapt and introduce it without much trouble.

Student Autonomy: To be specific, for those students who have a very special interest in business and its creation, a separate specialization in the creation of an entrepreneurship elective is desired. This could also fulfil different learning modalities and job market expectations, giving the students more autonomy regarding learning.

Disadvantages

Limited Reach: As entrepreneurship is an elective course, it would only impact a fraction of students who enroll. Many students would not have to undergo any form of entrepreneurial thinking. This also means that more students may only be interested in entrepreneurship education if it fits into their current general learning streams.

Lack of Uniformity: For instance, when entrepreneurship is taken as an elective, the subject's influence on the students is inconsistent (Cui et al., 2021). While some students may learn entrepreneurial abilities, many will not, possibly resulting in a labor market inadequately supplied with entrepreneurial skills.

Policy Option 2: Integration of Entrepreneurship into the Core Curriculum

The second approach to change would be to adopt a fundamental solution to the problem of requiring students to take an entrepreneurship class at the basic matriculation level. This would revolutionize the perception of entrepreneurship teaching in schools, whereby all students would be exposed to comparable important skills like creativity and risk management.

Advantages

Widespread Exposure: A teaching method would guarantee that all students are taught the principles of entrepreneurial studies irrespective of their specializations. Such exposure would develop a generation of young people with a higher entrepreneurial disposition to generate maximum employable human resources in the future work environment.

Long-Term Impact on Mindset: When entrepreneurship becomes a core element of learning, students change their mindset from employees to employers (Lynch et al., 2021). This creates criticality, perseverance, and a can-do attitude that are helpful in promoting an innovative culture and economic independence.

Societal Transformation: Incorporating entrepreneurship as the core study area will help change social perceptions about entrepreneurship in the education system. It can make entrepreneurship scalable from a more specialized career to a widely acceptable form of occupation, negating the prevalent societal culture of job security and fixed incomes in favor of entrepreneurial careers.

Disadvantages

Resistance from Traditional Educators: The proposed teaching of entrepreneurship as a core subject may be met with resistance from trainers who have been teaching according to the conventional curriculum. Many educators will need to gain such competencies, so they will need worthwhile professional development to accommodate this new specialty.

Curriculum Redesign: Applying entrepreneurship to the curriculum would require a change in the education delivery paradigm, which may be costly. The subject calls for developing comprehensive teaching resources, assessment strategies, and teaching methods to accommodate students with disabilities. This could be difficult owing to the current constraints placed on the public system of education.

Potential Overload: Introducing entrepreneurship alongside the already complicated stances of matriculation may overburden the learners, particularly those who can barely handle routine academic subjects (Salinas., 2022). The problem of combining academic subjects with practical and study skills would require adequate balance to keep students manageable.

Policy Option 3: Practical Business Workshops and Mentorship Programs

Another policy initiative is to include realistic business management training and effective practitioners' tutoring as part of the educational package for entrepreneurs. Such programs could help a student gain practical experience in enterprise creation and offer consultation from practicing businessmen. This approach is practical when implemented because it augments the theoretical knowledge obtained in class with practical learning experiences.

Advantages

Real-World Learning: Skills practice sessions enable students to use the knowledge they learn in the classroom in actual problem-solving. It may enhance problem-solving and critical thinking skills and expose enterprises' practical functioning. Some workshops could be business plan competitions, the establishment of business simulations and business tours, etc., which prompt the spirit of entrepreneurship among the students.

Exposure to Successful Entrepreneurs: Mentorship programs are personal tuition that allow students to be taught by successful businessperson. This exposure can help students and provide them with real-life examples of how to handle entrepreneurship issues. Management tutors can advise students in business planning, financial support, and marketing, equipping them with proper insight into entrepreneurship.

Networking Opportunities: Another advantage of the programs is that with the help of access to successful entrepreneurs and professionals from the sphere, new contacts can be easily generated in the social networks of the business (Lynch et al., 2021). These relationships can lead to getting an internship, a job or a business with the same company, which goes a long way in helping the young entrepreneur succeed in a competitive economy.

Disadvantages

Resource-Intensive: Practical workshops and mentoring require a huge resource requirement, including a financial budget, space, and competent trainers. Such initiatives can only be implemented if many schools are adequately equipped and structured for the task, which may be lacking in rural or underdeveloped regions.

Requires Skilled Mentors: The success of corporate mentorship programs depends on the availability of qualified professional personnel who volunteer their services. The biggest weakness that might come across is the difficulty in locating and hiring competent mentors, particularly in the

developing market for entrepreneurship.

Scalability Issues: Although having role models and undergoing practice sessions may help a lot, it is hard to imagine how such an initiative can be expanded throughout the country without overshadowing the effect on the regions that may need more proper care. Some difficulties could also arise from its implementation, making it difficult to open the programs to all students, irrespective of their ability to pay fees.

Recommendation: A Blended Approach

Based on the disadvantages and benefits of each of the above policy options, a combination of the three is advised. Therefore, by offering entrepreneurship as an optional course and at the same time incorporating actual business workshops and successful mentoring programs, Pakistan can provide a rich and effective model of entrepreneurial learning for students with different preferences and abilities, which can also be quickly developed and implemented.

Core Curriculum Integration: The theory of entrepreneurship should be offered to all students as a course at the foundational level to impart some understanding concerning the subject (Zafar et al., 2022). Such knowledge would enable learners to reason systemically within the domain of business and generate an entrepreneurial attitude among them.

Elective Specialization: For students who wish to take entrepreneurship more seriously, entrepreneurship could be offered as an additional option, allowing them to pursue business planning, marketing, and management in detail like students can take entrepreneurial subjects rather than Arts or Science Subjects as per current scenario.

Practical Experience and Mentorship: Besides education, schools should arrange important workshops and practice programs to help students gain practical experience in the entrepreneurial environment. Such tentative programs could include business promotions based on local businesses, entrepreneurship, and business incubators.

When integrated, these strategies may help Pakistan build an education system that at least familiarizes the learners with fundamental aspects of business while providing them with requisite skills, once in life opportunities, and guidance needed to thrive in today's frontier economy. This blended approach would assist in developing the new generation's charge for economic development, job creation, and innovation in the country to rectify accidents.

Implementation Strategy

Therefore, there is a need for a well-scripted and sequenced assimilation of the concept of entrepreneurship in the Pakistan school system. This strategy entails gaining policy support, creating a curriculum, staff development, engaging with stakeholders, and implementing the program for use in all the schools in the country.

Phase 1: Policy Approval and Stakeholder Consultation (6–9 months)

The first activity is to approve the policies with the Ministry of Education and other stakeholders. This development requires consulting education specialists, school officials, and businesspeople to formulate a concept for implementing enterprising education. Teachers should also assess the current curriculum to realize which topics may be applied under the protection of entrepreneurship. Civil society organizations, educational boards, the private sector, and NGOs must be enlisted to obtain support for the policy and push for its implementation across the educational sector.

Phase 2: Curriculum Development and Pilot Programs (6–12 months)

After setting up this policy, the next step is to develop a curriculum and implement several pilot projects. The curriculum should be developed in consultation with educational institutions, entrepreneurship teachers, and scholars. The curriculum should be flexible and reflect cultural practices within societies. It should include topics like business management, decision-making, creativity and quantitative skills. The diffusion of knowledge should begin with one or several pilot schools in both large cities and rural areas to review the efficiency of the curriculum in practice. This phase should also involve the development of training courses for teachers to familiarize educators with the topic, means and methods of entrepreneurship and related subjects' teaching. Professionals in teaching will be equipped with experience and skills in teaching methods, such as experiential and project-based learning.

Phase 3: Full-Scale Implementation and Monitoring (1–2 years)

After the smooth piloting of the curriculum, the last process is implementation. The entrepreneurship curriculum should be adopted in compulsory and option courses in all secondary schools in urban and rural areas. It was also found that schools should always be able to access teacher training programs to enhance the capability of all teachers to teach the new content. There is a need to develop structures to review the program's effects, which should seek feedback from the students, teachers and the school head. The program must provide performance indicators of its effectiveness in building entrepreneurial skills, such as the students' engagement, the outcomes of business projects, and the engagement of innovation challenges.

Phase 4: Long-Term Sustainability (Ongoing)

For the program to continue in the future, it must be sustained with funding and support. This aspect should undergo some form of scrutiny several times to make some adjustments. The program should be gradually extended to cover all the schools in Pakistan, particularly those in the rural backward areas. Curricula activities should also be developed to include training, assisting and internship placements with local industries. To supplement this point, it is imperative that professional training be oriented in such a way that the teachers involved in delivering entrepreneurial education are continually updated.

Key Stakeholders Involvement

This policy can only succeed if there are players from different institutions who must be very much involved in the implementation of the policy. The Ministry of Education is anticipated to dominate policy approval and inter-organizational relationships between the government and educational institutions. Territorial directors have been responsible for supporting the curriculum's implementation by managing teacher training and accreditation. The roles of private sector partners will involve helping the students through the provision of expertise, internships, and exposure to reality. Educational NGOs can support in terms of organizational facilitation and act in the capacity of publicity for a given program, especially in the countryside. Schools, especially those at the basic level, can approach universities to get help in producing the curriculum and partnerships in developing training programs for teachers.

Overcoming Challenges

However, teaching entrepreneurship will also be challenging due to adopting resistance from traditional academics and institutions that need more exposure to entrepreneurial teaching. Teachers'

training institutes should lay down programs to equip teachers with new subjects and teaching methodologies. Furthermore, incentives such as career advancements and rewards should motivate educators to participate in the program. Some problems associated with the need for more resources in underdeveloped schools can be solved through venture capital, where companies and schools share funding and expertise. Digital delivery systems can also be used to disseminate entrepreneurial content in areas of basic need. To avoid curriculum overload, one must introduce entrepreneurship as an elective course while schools adopt it at a gradual rate before they make it compulsory for students to take.

Timeline for Implementation

A realistic timeline for implementing the policy could look like this:

- ✓ Phase 1 (6–9 months): Policy approval and stakeholder consultation processes
- ✓ Phase 2 (6–12 months): Curriculum development & Piloting in chosen schools, training the teachers and testing the curriculum.
- ✓ Phase 3 (1–2 years): Full-scale implementation in all schools countrywide, constant teacher training sessions, development of tutorship programs.
- ✓ Phase 4 (Ongoing): Supervision evaluation, program expansion, and ongoing curriculum assessment.

Resources

Budgets will be a significant factor in areas such as the financing of curriculum, teachers' training, and resources for instruction. This means that schools, especially in rural areas, must seek funds to acquire the materials essential for teaching entrepreneurship items. Teacher training programs will also be a significant area requiring investment in professional development as well as the development of new training materials. Moreover, it has been stated that it will require experienced entrepreneurs willing to provide time and knowledge to mentor students enrolled in the program. This availability, as well as the expansion of the program throughout the county, will therefore require collaboration with private and non-governmental organizations. Therefore, following these phased strategies, stakeholders' engagement, and response to challenges, the policy to introduce Entrepreneurship Education for Schools in Pakistan can pave the way to becoming an educational system that generates students capable of innovation, creating employment, and boosting Pakistan's economy.

Conclusion

Pakistan's education system needs to pay more attention to the imperative of entrepreneurship education, which is preventing students from thinking creatively and coming up with unique ideas that might improve society by providing jobs and value. This gap requires innovative remedies that will fill the gap, promote the creation of a self-sustaining entrepreneurial ecosystem, and reduce unemployment in the country. This explanation also reveals enabling factors of this issue, including past, cultural and system factors, and the long-term implications of not offering entrepreneurship education. The proposed policy options, such as opting for the entrepreneurship course as an option subject, including it as a compulsory subject and providing business experience sessions, are implementable measures to overcome this problem. Teaching entrepreneurship is vital for Pakistan and its future economy. Institutions and policymakers must move quickly to enact this change because it will be instrumental in preparing the leadership of tomorrow's economy.

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