

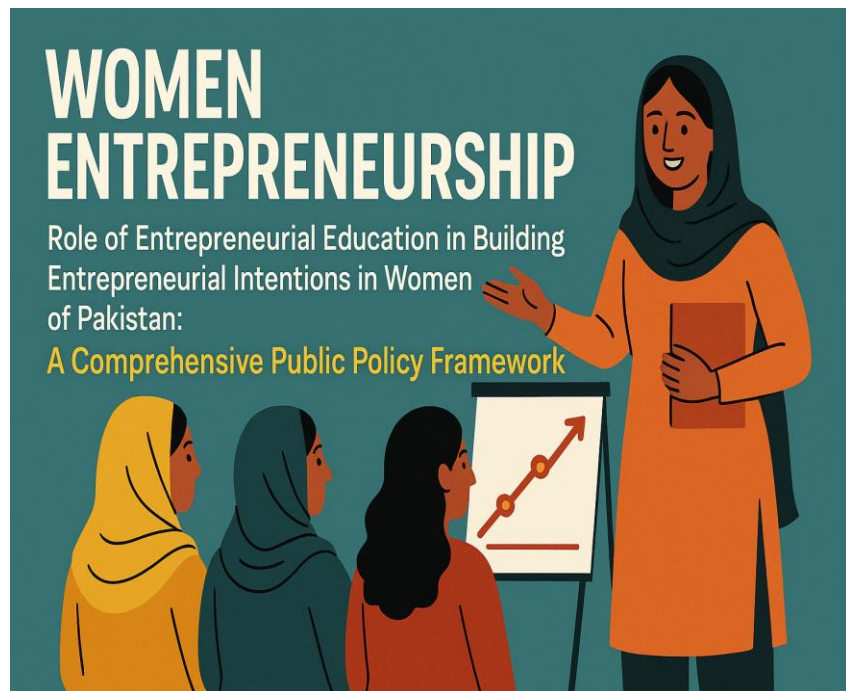


Women Entrepreneurship: Role of Entrepreneurial Education in Building Entrepreneurial Intentions in Women of Pakistan. A Comprehensive Public Policy Framework

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HIGHLIGHTS

Pakistan remains a relatively underrepresented group largely due to social, cultural, and institutional barriers. Major social norms in Pakistan stop women from taking equal opportunities to run businesses. Our public policy system requires focused reforms to unlock women's Entrepreneurial Intentions through specialized education related to entrepreneurship.



Introduction

The world recognizes the entrepreneurship as creator of employment opportunities by innovating and strengthening local areas. Under entrepreneurial systems, individuals convert their ideas into business opportunities which leads toward technological advancement and socio-economic development. In developing economies like Pakistan, basic economic problems can be solved through entrepreneurship because local residents can invest their assets and expertise to generate business ventures. Despite the potential, women remain underrepresented in entrepreneurial endeavors due to gender discrimination and dominant patriarchal structure in the society.

According to World Economic Forum's 2020 report Pakistan ranks among the lowest nations in gender equality. According to the World Bank's 2020 data female workers make up only 22% of all employees despite accounting for half of the total population. The present regulations place severe boundaries on setting up new businesses in entrepreneurial ventures. Society's expectations plus financial constraints and personal limits stop women from advancing their business ideas.

Entrepreneurial Education equip individuals with the knowledge, skills, and mindset necessary to identify market opportunities and develop sustainable business models. Education is the basic precursor to incorporate critical thinking, resilience, leadership, and networking capabilities in students. Entrepreneurial education serves as a panacea specifically for women to address their unique challenges such as fear of failure, self-efficacy, restricted mobility and ultimately effecting their Entrepreneurial Intentions. Sustainable business endeavors can be achieved through entrepreneurial education because it nurtures strong entrepreneurial intentions among both men and women.

Pakistan is promoting women's education, at various levels of schooling. However, the quality entrepreneurship-based education is still a distant dream. Limited range of programs exist only in urban areas and higher universities which does not serve a large portion of the female population particularly in rural and semi-urban areas. Moreover, lack of practical and experiential learning modules in curricula adds to miseries of the women engaged in entrepreneurial ventures.

In recent years, the public private partnership is contributing at empowering female entrepreneurs through microfinance programs and vocational training projects in Pakistan. Nonetheless, the absence of a cohesive and integrated policy framework is impeding the long-term sustainability in entrepreneurial education for women. Only an integrated approach aligning educational institutions, government departments, financial institutions, and civil society organizations can cater this problem.

This policy document delineates a detailed framework to enhance and institutionalize entrepreneurial education for women across Pakistan. It examines existing barriers, highlights successful models of domestic and international level, and proposes holistic policy options that can cater socio-economic, and institutional constraints. The research is conducted based on secondary data and interviews with the key position holders in various skill training institutes. Interviews were conducted from key position holders working at different vocational training institutes.

By empowering women through skill enhancement, conducive environment and financial support to materialize their entrepreneurial intentions into reality this policy framework can help Pakistan to unlock its full economic and developmental potential.

The Current State of Women Entrepreneurship in Pakistan

Background

Regardless of multiple initiatives by the government of Pakistan to boost entrepreneurship specifically related to the youth, Pakistan's global ranking in terms of entrepreneurship is static, although Pakistan has the 5th largest youth population in the world. There have been growth in the number of startups and seed funding organizations, there is still a lack of funding opportunities and talent availability especially for female entrepreneurs. According to World Bank report, Pakistan's female entrepreneurship is among the lowest in the world. Similarly, according to Karandaaz Pakistan, 1% of females are entrepreneurs as compared to 21% males. Globally, women represent one in three high growth and innovation entrepreneurs. According to Global Gender Gap Index (2022), Pakistan ranks 145th out of 146 countries. According to Karandaaz, It is believed that if the female involvement in entrepreneurship is at par with men, the gross domestic product index of Pakistan can see an estimated 60% growth by 2025.

According to the Pakistan Labor Force Survey 2020-2021, there were only 16.84m women in the Labor

Force which is only 21.3% of working age women. Of these, 19% are classified as Women Own Account Workers (Self Employed Women) and 0.1% as Woman employers. It means that there are almost 3.22 million Women Entrepreneurs in Pakistan, out of which 3.2m belong to Women Own Account Workers (ie Self Employed Women) and almost 17,000 Women Employer (Pakistan labor force survey – 2020-2021).

Work done in past 20 Years related to Women Entrepreneurship in Pakistan

In the past two decades noteworthy efforts have been made to encourage women entrepreneurship with skill training institutes playing a vital role in this capacity. In the Journal of Social Research Development, a study was published that examined the transformative effect of skill trainings on economic prospects of females in Pakistan. The research discussed how education training programs affect entrepreneurship and employment among females, stating that vocational training institute dominantly increase women's ability to engage in entrepreneurial ventures (Arif et al., 2023). Following are the contributions made:

- 1) Established in 1996, Kashf Foundation has been a pioneer in providing micro finance programs to women in low – income households, so that they play an important role in economy. Kashf has offered many financial and non-financial services, which enabled women to inflate their business contributing to women empowerment and decrease in poverty.
- 2) World Bank, in 2017, partnered with invest2innovate and Village capital designed and delivered a 'Training of the Trainers' program in Pakistan. The program was directed towards building the capacity of Entrepreneur Support Organizations to support business women to become investment ready, which was a critical gap in entrepreneurial eco system (Women Entrepreneurs Finance Initiative).
- 3) United States Agency for International Development (USAID) literature review concentrated on women entrepreneurship in Pakistan. The review was directed to support the women economic empowerment, reiterating the importance of skills in enhancing entrepreneurial intentions among women.
- 4) CABI had led different initiatives in Pakistan to empower women through skill training and entrepreneurship. Projects related to cotton and small-scale agriculture helped women entrepreneurs with different opportunities to grow their ventures in agriculture and sewing, leading to economic independence and skill development.
- 5) In 2017, she loves tech was launched to facilitate women-based startups which also included mentorship opportunities. The focus of this initiative was to engage females in tech driven entrepreneurial startups.
- 6) Similarly, Tech Karo program was initiated by CIRCLE which focused on training girls from underprivileged areas in skills related to digital and coding.
- 7) Code Girls, in 2018 was launched to uplift young women of Karachi with IT and business-related skills. It has helped women to start their own tech ventures.
- 8) Behind the Veil: Women-Only Entrepreneurship Training in Pakistan, was a study that investigated challenges related to gender in Pakistan. It highlighted the fact that there should be

women specific training programs for enhancing their entrepreneurial capabilities (Roomi & Harrison, 2010)

9) Khadijah Women Entrepreneurship Program, introduced by Pakistan Single Window, supported Women Entrepreneurship and introduced a certificate that met the demand of women entrepreneurs.

Although in past 20 years, various programs in Pakistan have contributed in promoting women entrepreneurship yet, effective policy making and a road map is critical in utilizing the maximum capacity in helping economic progress. Further in this we will discuss further constraints in women entrepreneurship.

Socio-Cultural Constraints

Society of Pakistan is characterized by strong traditional norms that allow limited women's mobility and role in public spheres. These cultural narratives hinder the public participation of women and it impacts entrepreneurial activities. In many parts of the country, women face discouragement at community-level from involving in activities which are considered as men's professions. Such cultural constraints lower self-confidence among women to pursue entrepreneurship as a profession. According to the Research of GEM in 2020 psychosocial factors acts as structural barriers in hindering women from initiating business ventures. Negative stereotypes made by patriarchal society about women's capabilities affect their willingness to engage in entrepreneurial activities.

In Pakistan, due to cultural issues, society tends to support only men and to have and run a business (Bashir, 2019). Despite such prominent figures related to the economic development and increase in GDP, the women participation in entrepreneurship is not policy priorities, possibly due to patriarchal and religious context prevailing in the country (Safdar & Yasmin, 2020).

Economic and Financial Barriers

In Pakistan access to finance is one of the most significant challenges for female entrepreneurs. Women face difficulties in getting loans from banks as they don't have required collateral or complex documentation. Moreover, the amount of capital provided is frequently insufficient for funding innovative ventures. According to International Finance Corporation, 2019 studies women-led small and medium enterprises (SMEs) receive less than 10% of commercial financing in Pakistan. Moreover, many women are illiterate and unfamiliar with complex economic concepts like auditing, accounting, record keeping etc. Only comprehensive educational reforms targeting women can tackle this situation.

Institutional and Policy-Related Hurdles

Some national initiatives aim to promote women's entrepreneurship often suffer from limited outreach, bureaucratic hurdles and inconsistent implementation because they lack in having access to social networks and mobility to navigate regulatory pathways. Similarly, entrepreneurship is rarely incorporated as a core subject or skillset in educational policy of Pakistan. While higher education institutions in major cities such as Karachi, Lahore, and Islamabad offer entrepreneurship courses, but these are not systematically integrated across the country. The link between technical skills taught by vocational training centers and business creation or market engagement is also weak.

Positive Developments and Emerging Opportunities

Despite these challenges, there are some encouraging signs of hope and optimism:

Rise of Digital Financial Platforms

The advent of digital revolution in the form of online payment mechanisms, e-commerce platforms, social media marketing, etc., is empowering women. Women have opportunities to explore innovative ways of investing in businesses from home. Access to the markets is now one click away with the rise of E-commerce platforms like Daraz and Amazon.

International Financial Support

UN Women and USAID provide financial support which is focused on women's economic empowerment. They provide entrepreneurship opportunities and skills through seminars, trainings, mentorships and social networking.

Changing Demographics

Population of Pakistan consist of a large number of educated, tech-savvy females who are challenging the traditional roles of women in society. This transformation in demography can be utilized as a potential in promoting entrepreneurship in Pakistan.

A strategic policy framework is required which focuses on entrepreneurial education. It should equip women with the requisite knowledge, skills, and mindset to play an influential part in converting Entrepreneurial Intentions into actual ventures therefore, adding meaningful contribution in socio-economic progress of Pakistan.

Entrepreneurial Education: Relevance and Global Trends

The Concept of Entrepreneurial Education

Entrepreneurial education is a cultivated process through which an individual learns the necessary skills to recognize and use market resources, and overcome the challenges associated with starting and operating a business. Entrepreneurial education is different from the generally taught business education because it incorporates creativity, problem solving techniques, leadership skills, and the ability to analyze market fluctuations. Key components of entrepreneurial education include understanding about basic business concepts along with developing Entrepreneurial Intentions, entrepreneurial mindset, practical learning, and real-time interaction with successful entrepreneurs.

Relevance of Entrepreneurial Education for Women

With respect to women, business education has two objectives. First, it enables them to acquire some efficient skills in order to remove the gaps in financial literacy and business skills. On the other, it breaks social and psychological barriers by highlighting self-esteem, nurturing leadership skills, and increasing the ability to deal with the patriarchal society. This kind of education, if provided in conducive teaching environments, could facilitate dramatic changes in women's deep-rooted perceptions about their roles in society and allow them to visualize themselves as key economic players capable of bringing change in their families, societies, and beyond.

Global Trends and Best Practices

Governments are increasingly integrating entrepreneurship modules into primary and secondary curricula to develop entrepreneurial Intentions from a young age. Some best practices include:

Business education in some countries is no longer an optional course; it has gained the status of priority in mainstream education. Entrepreneurship modules are promoted by the governments gradually in primary and secondary curricula. Countries like The United States and Finland promote students who are engaged in constructing small-scale businesses and using their skills to tackle

problems of the local community. Similarly, educational institutions in Singapore and South Korea have placed incubators at the university campuses to assist student in developing business ideas into real-time start-ups and making the learning more convenient. Some European regions have designed specific programs that assist women by addressing their prevalent issues by providing guidance, group education, and training. The number of females owned small and medium enterprises (SMEs) and businesses have remarkably increased through these initiatives. The joint ventures among government, corporate and non-profit organizations have also played a major role in expanding entrepreneurial learning mechanisms. The primary task is aligning the formal educational system with market needs. Pakistan can learn much from these global practices and there is a need to adopt these practices within the cultural, economic, and institutional setting of Pakistan.

Hurdles in Entrepreneurial Education for Women in Pakistan

Background

Despite the recognized potential of entrepreneurial education, Pakistani women face significant gaps and barriers that hamper their entrepreneurial development. With limited choices university students can pick entrepreneurship courses but this option is not available in vocational training institutes. As a result, exposure to entrepreneurship remains a distant dream for most women in Pakistan as they usually do not pursue higher education. Similarly, absence of practical learning modules in existing entrepreneurship courses leaves women ill-prepared to handle real-world challenges. Students learn more when they can relate and interact with successful female entrepreneurs who have succeeded by remaining in similar circumstances. Unfortunately, there is a paucity of role models within the mainstream educational system, which makes it difficult for aspiring female entrepreneurs to learn from experiences of relatable successful figures. Moreover, the availability of basic resources like computers and workshop facilities varies unevenly throughout different areas. Socio-cultural norms like family discouragement from engaging women in programs that require travel or late-night group activities also limit women's participation. So, they cannot fully acquire the required skills and experience of the training programs. Likewise, many entrepreneurial education programs do not offer suitable learning opportunities required for emerging market trends like digital marketing, and e-commerce. Therefore, women often exit these programs with outdated knowledge and substandard skills which hinders their success in business landscape. Even if the skills are provided by the vocational institutes, the challenge remains that either those skills are actually converted into actual business formation.

Our society needs transformation in terms of providing conducive business environment and suitable educational programs to help women succeed in entrepreneurship.

Role of Entrepreneurial Education in building Entrepreneurial Intentions through Research perspective

It can be observed that there are a significant number of studies of EI have used students as sample for the relevant study emphasizing on the notion that an individual who is receiving education is more likely to be successful in an entrepreneurship process than a person who does not have the education (Kennedy and Drennan, 2001; Cooper et al., 1994). In the previous studies, both genders were used (Roy et al., 2017; Bazan et al., 2019; Anwar and Saleem, 2018, 2019b; Maresch et al., 2015) while there have been very limited studies that circled around females (Krakauer et al., 2018; Anwar and Saleem, 2019a).

Results from previously conducted meta-analysis by Martin et al. (2013) states that entrepreneurial education is linked with entrepreneurial intentions as it accounts for high level of Entrepreneurial intention among female students. Entrepreneurial self-efficacy which states the strength of a person's internal belief that he or she is competent enough to successfully perform the different roles and assignment of entrepreneurship (Chen et al., 1998), Yun (2010) in his study confirmed that the

relationship between entrepreneurial self-efficacy and entrepreneurial intentions has been moderated by entrepreneurial education.

Therefore, it has been pivotal to understand that before entrepreneurial intentions are antecedent of entrepreneurial behavior and to promote the intentions, entrepreneurial education is very important

Interview findings

The policymaker conducted 6 interviews with the senior management of Pakistan’s leading skill trainings institutes. The interviews were done from the following skill training institutes:

- 1) KIPS
- 2) Global Age
- 3) Azad Chai Wala Institute
- 4) Hunar Asaan
- 5) Pny Trainings
- 6) TNS – Trainings and Skills

Interview Question	Insights from Transcripts
What programs does your institute offer?	Digital marketing, e-commerce, SEO, freelancing, business branding.
Are these programs tailored for entrepreneurs?	Yes, training focuses on financial independence and market-oriented learning .
What difficulties do trainees face?	Financial constraints, cultural barriers, transport issues.
How does the institute address these challenges?	Scholarships, online learning, family engagement.
What teaching methodologies are used?	Practical training, digital tools, industry mentorship.
How successful are these programs?	Many women started their businesses , some expanded internationally.
What improvements are recommended?	Government funding, digital training expansion, networking support.
How does society impact women's participation?	Supportive families enable progress, but social norms create obstacles.
How can vocational training institutes support women in business?	Partnering with financial institutions, providing mentorship, and offering practical skills.

Key Answers to Interview Questions

Key Findings

1. Entrepreneurial Education in skill trainings institutes are empowering women especially through ecommerce and digital skills.
2. Financial and Cultural barriers are the biggest obstacles which prevents women from participating in entrepreneurship.
3. Home based assignments or online learning can provide as a solution provider to tackle cultural issues.
4. Government and NGO support is empirical if we need to scale up the impact of women entrepreneurship in boosting economic progress.
5. Mentorship programs and different networking programs can help in bridging the gap for aspiring women entrepreneurship.
6. Institutes should sign MoUs with microfinance institutes to support women business owners.
7. Successful women entrepreneurs should mentor younger ones which will help in making women be self-efficacious.
8. Skill Training institutes should create industry linkages which will help female move from training to real world businesses.

By executing these strategies, vocational and skill training institutes can highly increase women's participation in business ventures, resulting in greater economic empowerment.

Policy Objectives

This public policy creates opportunities for women to pursue entrepreneurial education which leads them to building entrepreneurial intentions resulting in starting new companies and develop entrepreneurial skills and ideas. To achieve this, the policy should include entrepreneurship as a main subject or skill program within vocational curricula. Develop systematic development of entrepreneurial education across regions and different educational levels. Entrepreneurial education should include real-world projects, internships, case studies, and mentorship programs to improve hands-on experience. Establish partnerships between vocational institutions and industrialists for facilitation of internships, apprenticeships, and joint research projects. Expand the reach of entrepreneurial education programs to rural and underserved urban neighborhoods through digital platforms. Offer special financial incentives, scholarships, and stipends to encourage participation of women from backward and underdeveloped areas. Arrange interactive sessions of aspiring women entrepreneurs with established successful female entrepreneurs. Bring successful female entrepreneurs to limelight by launching media campaigns in order to dismantle stereotypes against women. Ensuring women understand how to secure credit, manage budgets, and engage with investors. Develop linkages between educational programs and market opportunities. Encourage collaboration among government bodies, private sector entities, NGOs, and international development partners in shaping, financing, and delivering entrepreneurial education programs. Building platforms for policy dialogues based on data-driven insights. Develop Key Performance Indicators (KPIs) to measure effectiveness of the program covering areas such as enrollment, retention, business creation rates, and financial outcomes.

Collectively, these objectives aim to empower women in Pakistan in order to encourage them to

pursue entrepreneurial ventures. By suggesting educational priorities and providing financial support this policy will contribute to broader national development goals.

Required Policy Reforms in Vocational Training Institutes

- 1. Early Introduction of Entrepreneurial Education:** Entrepreneurship modules should be mandated in skill training curricula, which includes concepts about basic financial management. Research of OECD indicates that early exposure to entrepreneurial ideas can shape positive attitudes and reduce fear of failure in corporate sector.
- 2. Comprehensive University Programs:** All universities are required to include at least one mandatory course on practical entrepreneurship related skills. Integrating entrepreneurship within higher education ensures that women can graduate with essential skills needed to launch startups.
- 3. Vocational Training Enhancement:** Technical and Vocational Education and Training (TVET) programs should be enhanced because many women opt for TVET programs, like due to financial management.
- 4. Project-Based Learning:** Compulsory project-based assignments should be introduced where students form teams, identify market opportunities, and develop prototypes or services. Because engaging learners in real-world business challenges fosters creativity, resilience, and collaborative skills.
- 5. Online and Blended Learning Platforms:** Digital platforms should be launched offering flexible entrepreneurial courses for women. Because online education can overcome mobility constraints and allow women from remote areas to access quality training.
- 6. Registration of Female Mentors:** Registry of successful female entrepreneurs and professionals willing to mentor aspiring women will be a positive step towards women empowerment. Because mentorship is a critical factor for entrepreneurial success. A formal registry of female mentors ensures consistent quality and broad outreach.
- 7. Peer-to-Peer Networks:** Peer networks offer social support, reduce isolation, and facilitate knowledge sharing. Such networks can provide investment opportunities to women.
- 8. Media Campaigns:** Collaboration with media houses is necessary to create documentaries, short clips, or talk shows featuring success stories of Pakistani women. By highlighting inspiring stories of women negative stereotypes can be countered and women empowerment can be ensured.
- 9. Entrepreneurial Education with Financial Literacy:** Make financial literacy should be ensured in entrepreneurial courses, covering personal finance management, budgeting, record keeping and auditing. Because according to the research of IFC women with higher financial literacy are better positioned to negotiate loans and manage business operations effectively.

10. Linkages to Microfinance Institutions and Banks: Strategic partnerships between educational institutions and financial bodies is necessary to offer specialized loan on preferential low interest rates to promote entrepreneurial ventures.

11. Public-Private Partnerships (PPPs): Collaboration between government departments (e.g., Ministry of Education, Ministry of Commerce), multinational corporations, local enterprises, and NGOs is necessary to co-develop entrepreneurial education programs.

12. Provision of Digital Infrastructure: Women should be provided with uninterrupted broadband connectivity in underserved regions and subsidized internet packages. They should be given low-cost laptops through government schemes. Because digital connectivity is fundamental for modern entrepreneurship.

13. Community Engagement Sessions: Regular workshops should be organized at community centers, religious institutions, and local gatherings in which discussions on the socio-economic benefits of women's entrepreneurship are made.

14. Family Inclusion and Participation: Family participation should be ensured while developing modules for entrepreneurial education programs. Because family support often determines whether a woman can successfully initiate and run a business or not.

Roadmap for Policy Implementation

Phase 1 (Year 1 – Year 2): Planning and Pilot Projects

Pass necessary legislation and executive orders should be passed to formally incorporate entrepreneurial education in the skill training curriculum. A committee of experts comprising of academics, entrepreneurs and NGOs should be taken on board to develop standardized entrepreneurial modules for women that are compatible for secondary, vocational, and higher levels of education. Also, pilot projects should be launched in selected districts covering both urban and rural areas where the new curriculum can be tested, feedback can be gathered, and content can be refined. Training should be provided to female educators in delivering entrepreneurship courses in order to ensure maximum women participation and motivation for marginalized women. Different training methods should be adopted that are consisting of both practical and theoretical knowledge. Similarly, an analysis of available resources and discrepancies should be conducted through an audit of existing educational institutions so that required upgradation can be made.

Phase 2 (Year 2 – Year 4): Gradual Reforms and Development

Revised curriculum should be adopted across public and private institutions nationwide. Teachers should be provided training on a larger scale through blended learning modules. Dedicated funding channels should be explored for women entrepreneurs by collaboration with microfinance institutions and banks. Registration of female mentors teaching the entrepreneurial education at national level should be mandatory. National Mentor Registry should be operationalized in order to create organized network of mentorship. Digital dashboard should be developed to track enrollment figures, business ideas, and other KPIs. Access to this dashboard should be given to policymakers, educational administrators, and funding partners.

Phase 3 (Year 4 – Year 6): Evaluation, Refinement, and Sustainability

Comprehensive evaluation should be made focusing on the rate of new development of new businesses, survival of women-led ventures, and socio-economic indicators related to females. On the basis of the findings of the evaluation curricula should be updated, teacher training modules should be refined, and financial support should be enhanced. Required budget allocation should be ensured and public private partnership must be strengthened by incentivizing women related business models and ideas by the government. Collaboration with global entities like UN Women, the World Bank, and international universities should be promoted to continuously improve the design of curriculum, access to technology, and cultural exchange programs for better learning opportunities for females.

Monitoring and Evaluation (M&E)

To ensure accountability, effectiveness, and the prudent use of resources, a robust M&E framework should be established. Proper KPIs should be set in which the number of women enrolled in entrepreneurship courses at different educational levels can be analyzed. Similarly, percentage of successfully pass out female students can be calculated, effectiveness of startups initiated by participants within one year of course completion can be judged and growth indicators of the businesses established over one, two, and five years along with revenue collection and job creation can be set. After all of this, a proper survey should be conducted to observe attitudes of families toward women entrepreneurship and required policy changes can be made. Mandatory quarterly reporting system should also be integrated to check the progress of educational institutions in terms of enrollment, curriculum delivery, and resource utilization. Moreover, digital tracking mechanism should also be installed to keep eye on progress of online courses and outcome of business plans. Feedback mechanisms should be strict and must constitute policymakers, educational administrators, mentors, and program beneficiaries to discuss performance, challenges, and opportunities for refinement. Real time data should be used for making adjustments to curricula, teaching methods, or resource allocations. This will ensure that the policy remains dynamic and responsive. Research on a large scale should be made by examining long-term entrepreneurial success and broader socio-economic impacts. Because entrepreneurship is a long-term endeavor, and short-term metrics might not capture the full picture.

Budgeting, Financial Support and Public private Partnerships

Budget Allocation

This policy requires a long term and huge budgetary commitment. Because adequate budget allocation is necessary for content creation, expert consultations, training modules, and capacity building workshops. Similarly, upgradation of infrastructure like IT equipment and internet connectivity within educational institutions also need required resources. Moreover, establishment of the National Mentor Registry, organization of educational events, and media campaigns cannot be realized without any financial support. A lot of capital is needed in terms of grants for women-led startups, and loan guarantees. Monitoring and external evaluations or research studies also involve a large number of resources.

Financial Support

Special grants and financial support are required from the Ministry of Finance, and special allocation of funds from the Ministry of Education and Ministry of Commerce for the promotion of female entrepreneurial education. International donors and development agencies like the World Bank, Asian Development Bank and UN Women also contribute for the progress and prosperity of women. Local and multinational corporations can also be utilized to explore the untapped potential of women in business sector. Public private partnerships can serve the cause of women empowerment where government provides regulatory support and the private sector contributes capital for necessary infrastructure.

Collaboration Among Different Stakeholders

Proper coordination and alignment of educational policy among Ministry of Federal Education and Professional Training, Provincial Education Ministries, Ministry of Finance, Ministry of Planning, and Ministry of Commerce is necessary to achieve long term goals of women empowerment. Similarly, schools, colleges, vocational training centers, and universities must act as be integral partners for in implementation of educational policies. Private companies can offer internships or apprenticeship opportunities for women interested in entrepreneurship. Women's participation from underrepresented areas can be achieved through the efforts of grassroots-level NGOs. Likewise, banks and microfinance entities should provide capital funds for financing female graduates who wants to pursue entrepreneurship as a career. Media and Civil Society should advocate and promote social acceptance of women's entrepreneurship.

Conclusion

The potential of women in business sector of Pakistan is very high and it can be channelized effectively if some cultural, economic, and institutional barriers can be removed. Entrepreneurial education is very influential tool that can be utilized to equip women with the required knowledge, and skills necessary for the innovative business ventures. This public policy framework acts as a guide for Pakistani women to realize their dreams in economic sector. Entrepreneurship should be adopted as a mandatory module in the education system and vocational trainings institutes to promote practical learning, and addressing sociocultural and financial challenges. The proposed policy options ranges from curriculum reforms to the establishment of mentorship networks. Success of this policy lies on collaboration of multiple stakeholders and rigorous monitoring system to review the policy. In the long run, increasing women's participation in entrepreneurship is a progressive step for national economic development of Pakistan. By implementing this policy, aspiring women entrepreneurs across all regions have equal opportunities and robust skills in Pakistan which will transform their ideas into realities.

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