

**Baseline Survey Report of
Punjab Vocational Technical Colleges (PVTC)**

**By
Youth Engagement Services (YES) Network Pakistan**

2011

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Foreword

Young people in Pakistan are facing serious challenges to pursue promising career trajectories and economic opportunities. Young people are experiencing exclusion and disappointment in the job market. Traditional social opportunities on which educated and skilled youth could rely on are now being eroded. Rewarding employment is a prerequisite for the self-fulfillment and long-term inclusion of young people. Every year thousands of young people are graduating from higher education and vocational training institutes without having critical skills needed to secure globally competitive jobs. Youth Engagement Services (YES) Network Pakistan and Punjab Vocational Training Council (PVTC) have recognized the urgency of the youth unemployment challenge in the country and in the past few years have collectively pioneered many efforts to improve youth engagement opportunities. There is a dire need to expand these efforts to extend social and economic opportunities to those who are forgotten and socially-excluded. Youth Social Entrepreneurship provides an exciting opportunity to use business methods to achieve a positive long-term social impact. Social Entrepreneurship is a new concept in Pakistan but it is very popular in many other countries to encourage and train youth to become self-reliant and contributing members of the society. Social Entrepreneurship plays a very important role in creating jobs, devising innovative development solutions and inspiring young people to become socially and economically productive. YES Network Pakistan and PVTC have created several very successful youth-led social enterprises to demonstrate the impact of Social Entrepreneurship on youth and the society. In this regard, Social Entrepreneurship provides a new foundation for socio-economic development in the country in the context of the youth's challenge. Until now in Pakistan, there has been no comprehensive attempt to introduce and institutionalize the concept of Social Entrepreneurship in the technical institutions of Pakistan. The purpose of this baseline

survey is to identify the gaps and methods to incorporate Youth Social Entrepreneurship in the curriculum of technical institutions. It will also launch a public discussion about the steps that should be taken to enable the most promising youth-led Social Enterprises. Although this report is only the beginning for identifying the gaps and exploring the possibilities of interventions in the area of Youth Social Intervention, we hope it will lay the foundation for a better understanding about the progress being made in the field of Youth Social Entrepreneurship in Pakistan. We are fully aware that further research is needed to be conducted in this exciting field.

Acknowledgements

The baseline survey was carried out due to the generous contributions of many individuals. First of all, I would like to thank Mr. Faisal Ijaz Khan, Chairman, Punjab Vocational Training Council (PVTC) for his vision, judgment and initiative to start Youth Social Entrepreneurship Education in all the Vocational Training Institutes of PVTC.

I would like to express my gratitude to all the Principals of the Vocational Training Institutes (VTIs) for participating in the baseline survey.

Finally, I would like to thank my team members for their continuous support and assistance at various stages of the process of carrying out the baseline survey.

Executive Summary

There are approximately 30 million youth between the ages of 15-29 years living in the Punjab Province who make up 30% of the Punjab Province population. Out of 30 million youth, 15 million youth is unemployed. To meet the needs of the growing youth population and broader development needs of the society, there is a dire need to design and deliver new solutions. Youth Social Entrepreneurship provides an exciting opportunity to help youth to create their own job opportunities as well as new opportunities for others. The seeds for Social Entrepreneurship can be sowed by anyone working for development, peace and prosperity. Youth-serving institutions such as educational and technical institutions are better placed to start and advance Youth Social Entrepreneurship in the society due to physical and social infrastructures. It is high time for our educational institutions to prepare youth to create economic opportunities rather than to respond to the economic opportunities. There is a huge vacuum existing in identifying, analyzing and implementing practices that enable institutions to foster Social Entrepreneurship at early stages of youth education and skills development. There is a strong potential for Social Entrepreneurship in the technical institutions of Pakistan. The field of Social Entrepreneurship provides an innovative entry point for the technical institutions to harness the potential of the young people.

YES Network Pakistan and PVTC have joined hands to integrate the concept of Youth Social Entrepreneurship and Service Learning into the curriculum of 155 Vocational Training Institutes of Punjab Vocational Training Council (PVTC). The Youth Social Entrepreneurship course is designed not only to engage students in solving social problems of their communities in an organized manner, but also for helping them to build a better future for themselves. Before

launching of the Youth Social Entrepreneurship course in these technical institutions, a baseline survey was carried out to identify the gaps and possibilities for introducing Youth Social Entrepreneurship course in these technical institutions. The survey comprised of views of 126 principals/lead instructors of 126 technical institutions of Punjab. The opinions of principals or lead instructors have been obtained to know their current level of knowledge and views about youth service, youth social entrepreneurship, service learning, youth engagement, youth development and the involvement of youth in the community service activities. The facts extracted from the questionnaires have been analyzed to derive the findings.

The findings of the survey have shown that majority of the participants, that is; 83.3% were not acquainted with the term of Youth Social Entrepreneurship, while only 13.5% were aware of it. 86.5% of the participants had no knowledge about the difference between Business Entrepreneurship and Social Entrepreneurship. A large majority of the participants (that is; 70.6%) stated that the students are unable to start their own social enterprises (or become self-employed) due to lack of money, fear of failure, other interests, burden of work and due to the government obstacles. Majority of the participants (65.1%) believed that the best resource for the young people to learn how to start a social enterprise is through non-profit organizations. 70.6% of the participants believed that the possible ingredients for running a social enterprise with success are hard work and determination. The participants mentioned numerous segments which are missing in the curriculum to prepare youth to become self employed. These include Youth Social Entrepreneurship education , practical experience, Business Management, emerging trends of marketing, social awareness and life skills. A few also stated that the youth lack motivation to become self-employed. The views of the participants reflected the need for incorporating the subject of Youth Social Entrepreneurship in the curriculum of the technical

institutions. Through the induction of Youth Social Entrepreneurship course, the students will learn employability skills, social enterprise development skills, interpersonal skills, life skills, planning skills, management skills, research skills, communication skills and will contribute in enhancing confidence and self-esteem of students to carry out initiatives.

83.3% of the participants are interested in starting courses for the students to develop entrepreneurial skills in them which are required for running their own social enterprises. Majority of the participants, that is; 82.5% had no awareness about the concept of Service Learning, while just 8% had very less knowledge about it. Majority of the participants are interested in involving students in the community service work during their studies. 54% of the participants believed that the society is acknowledging the potentials, talents and abilities of the young people, while 36.5% of the participants did not agree with it. It shows that the society is unable to solve social issues by drawing on the energies, skills and abilities of young people. The major problems faced by the youth in becoming self-employed and productive members of the society include lack of Social Entrepreneurship training, lack of financial assistance, lack of supportive atmosphere, socio-cultural hindrances, lack of quality education, lack of skills, non-cooperative behavior of families/communities, lack of organized opportunities and low awareness about local and international opportunities.

The baseline survey has shown that Youth Social Entrepreneurship and Service Learning are seriously missing in the curriculum of Vocational Training Institutes. There is a strong felt need to bridge this gap by educating and engaging youth in an organized and systematic manner in community building activities. Youth Social Entrepreneurship is a powerful method of providing youth development as well as contributing to national development. Youth Social

Entrepreneurship should be considered as the most effective strategy for prevention of youth problems and socio economic and democratic development of the country. The findings of the baseline have revealed that there is a pressing need to start Youth Social Entrepreneurship and Service Learning course to recognize youth as partners of development and a major untapped human resource for development and nation building, advancement and innovation in all spectrums of life. It is a program that envisions young people as part of the solution rather than part of the problem and a major force to bring positive change in the communities.

1. Introduction

Youth Engagement Services (YES) Network Pakistan in partnership with British Council launched Youth Social Enterprise Competition in the technical institutions of Pakistan in 2008. The need for starting the Youth Social Entrepreneurship course in the technical institutions emerged during the orientation sessions conducted by YES Network Pakistan and British Council on Youth Social Enterprise Challenge Award with the selected principals of Vocational Training Institutes (VTIs). In order to fill this huge vacuum existing in the area of Youth Social Entrepreneurship and Service Learning, YES Network Pakistan and Punjab Vocational Training Council (PVTC) signed a Memorandum of Understanding on September 22, 2011 for introducing and institutionalizing the concept of Youth Social Entrepreneurship in Vocational Training Institutes of PVTC. This joint initiative aimed at helping youth to gain knowledge, skills and attitudes they need to start their own social enterprises. YES Network Pakistan carried out a series of activities to integrate the concept of Youth Social Entrepreneurship and Service Learning into the curriculum of 155 Vocational Training Institutes of Punjab Vocational Training Council (PVTC). The Youth Social Entrepreneurship course is designed not only to engage students in solving social problems of their communities in an organized manner, but also for helping them to build a better future for themselves. Before launching of the Youth Social Entrepreneurship course in these technical institutions, a baseline survey was carried out to identify the gaps and possibilities for introducing Youth Social Entrepreneurship course in the technical institutions.

2. Analysis of the Views of the Principals of Technical Institutions of Punjab

The survey comprises of views of 126 principals/lead instructors of 126 technical institutions of Punjab. The opinions of principals or lead instructors have been obtained to know their current level of knowledge and views about Youth Social Entrepreneurship, Service Learning, Youth Engagement, Youth Development and the involvement of youth in the community service activities. The facts extracted from the questionnaires have been analyzed to derive the findings. These facts will be useful in analyzing the need for implementing Youth Social Entrepreneurship curriculum in the technical institutions of Punjab.

2.1 Demographic Information (Personal and Socio-Economic Profile of the Respondents)

2.1.1 Ages of the Participants

29.4% of the participants were between the ages of 31 to 35, 26.2% were between the ages of 36 to 40, 23.8% were between the ages of 26 to 30, 7.9% were between 41 to 45, 4.8% were between 20 to 25, the same percentage was between 46 to 50, 1.6% were between 51 to 55, while only 0.8% were between the ages of 56 to 60. 0.8% of the participants did not respond.

The results are illustrated in the table below:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 to25	6	4.8	4.8	4.8
	26 to 30	30	23.8	24.0	28.8
	31 to 35	37	29.4	29.6	58.4
	36 to 40	33	26.2	26.4	84.8
	41 to 45	10	7.9	8.0	92.8
	46 to 50	6	4.8	4.8	97.6
	51 to 55	2	1.6	1.6	99.2
	56 to 60	1	.8	.8	100.0
	Total	125	99.2	100.0	
Missing	System	1	.8		
Total		126	100.0		

Table 1:Ages of the Participants

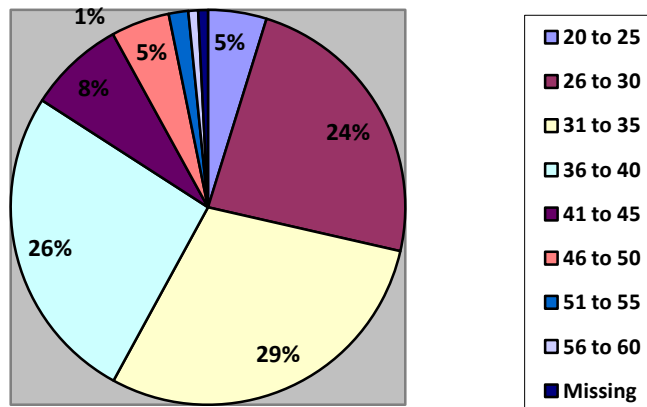


Figure 1: Ages of the Participants

2.1.2 Gender of the participants

Out of 126 participants, 118 were males while only 7 were females. This shows that there is a low strength of females in the management of the technical institutions as compared to the males.

One of the participants did not respond.

The results are illustrated in the table below:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	118	93.7	94.4	94.4
	Female	7	5.6	5.6	100.0
	Total	125	99.2	100.0	
Missing	System	1	.8		
Total		126	100.0		

Table 2: Gender of the Participants

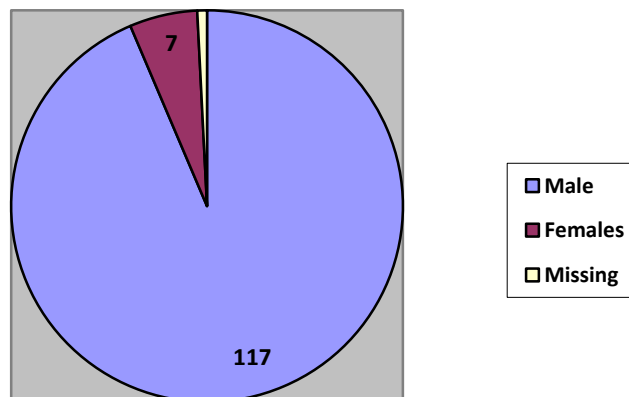


Figure 2: Gender of the Participants

2.1.3 Marital Status of the Participants

Majority of the participants, that is; 80.2% were married, 17.5% were unmarried, 0.8% were widows/widowers, 0.8% were divorced, while 0.8% did not respond.

The results are summarized in the table below:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	101	80.2	80.8	80.8
	Unmarried	22	17.5	17.6	98.4
	Widow/Widower	1	.8	.8	99.2
	Divorced	1	.8	.8	100.0
	Total	125	99.2	100.0	
Missing	System	1	.8		
Total		126	100.0		

Table 3: Marital Status of the Participants

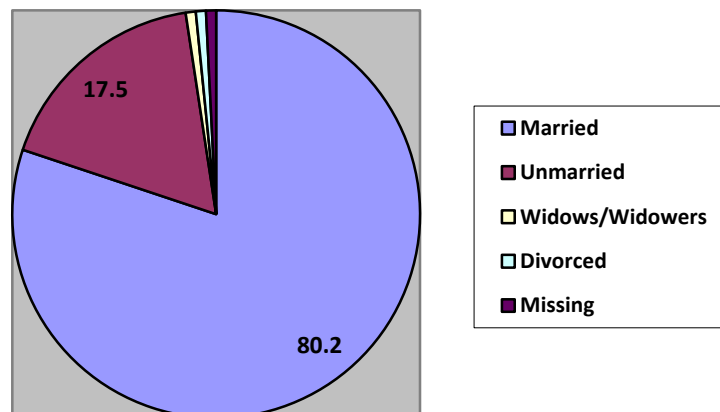


Figure 3: Marital Status of the Participants

2.1.4 Qualification of the Participants

Majority of the participants, that is; 73% have done Masters in Business Administration, 12.7% are qualified engineers, 7.1% have done Masters in Science or MS, 3.2% have done Bachelors in Science or Commerce and 2.4% have done MBE. 1.6% did not respond.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MBA	92	73.0	74.2	74.2
	Engineers	16	12.7	12.9	87.1
	MBE	3	2.4	2.4	89.5
	M.Sc/MS	9	7.1	7.3	96.8
	B.Sc/B.Com	4	3.2	3.2	100.0
	Total	124	98.4	100.0	
Missing	System	2	1.6		
Total		126	100.0		

Table 4: Qualification of the Participants

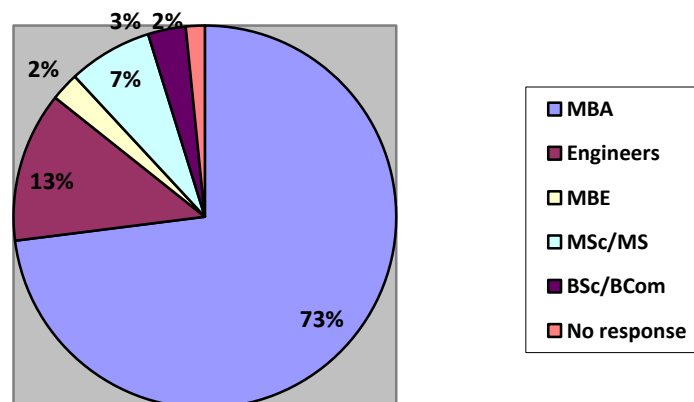


Figure 4: Qualification of the Participants

2.1.5 Designations of the Participants

Majority of the participants, that is; 92.9% are principals of the technical institutions, 1.6% are Deputy Managers and 2.4% are Regional Managers. 3.2% of the participants did not respond.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Principals	117	92.9	95.9	95.9
Deputy Managers	2	1.6	1.6	97.5
Regional Managers	3	2.4	2.5	100.0
Total	122	96.8	100.0	
Missing System	4	3.2		
Total	126	100.0		

Table 5:Designations of the Participants

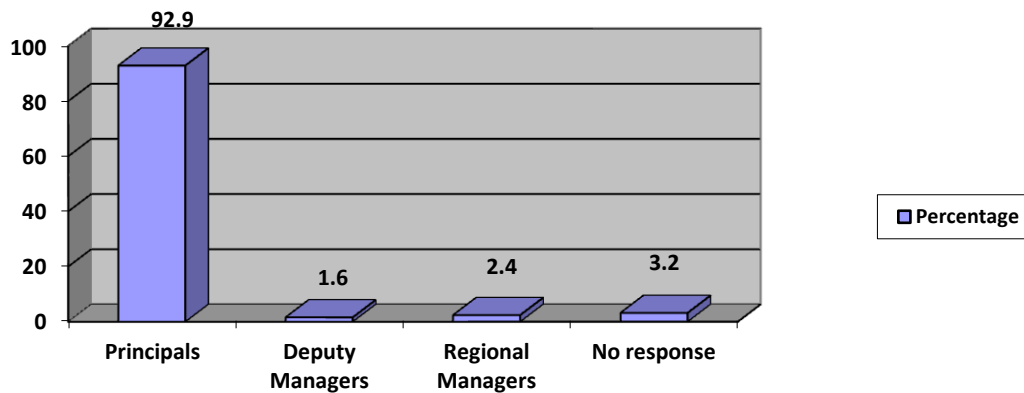


Figure 5:Designations of the Participants

2.1.6 Family Background of the Participants

More than half of the population of the participants, i.e; 54% belong to urban areas while 44.4% of the participants belong to the rural areas. 1.6% of the participants did not respond.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	68	54.0	54.8	54.8
	Rural	56	44.4	45.2	100.0
	Total	124	98.4	100.0	
Missing	System	2	1.6		
Total		126	100.0		

Table 6: Family Background of the Participants

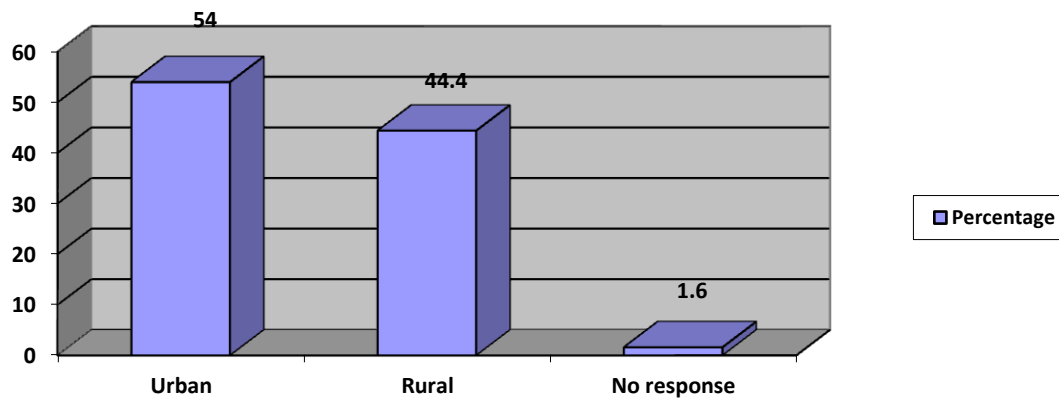


Figure 6: Family Background of the Participants

2.1.7 Income of the Participants

Majority of the participants, i.e; 36.5% have salaries above Rs. 40,000. 26.2% have salaries ranging from Rs. 30,001 to Rs. 40,000, 25.4% have salaries ranging from Rs. 20,001 to 30,000, while 11.1% have salaries ranging from 10001 to 20,000. 0.8% of the participants did not respond. According to the income range, majority of the participants belong to the Middle Class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rs. 10001 to Rs. 20000	14	11.1	11.2	11.2
	Rs. 20001 to Rs. 30000	32	25.4	25.6	36.8
	Rs. 30001 to Rs. 40000	33	26.2	26.4	63.2
	More than Rs. 40000	46	36.5	36.8	100.0
	Total	125	99.2	100.0	
Missing	System	1	.8		
Total		126	100.0		

Table 7: Income of the Participants

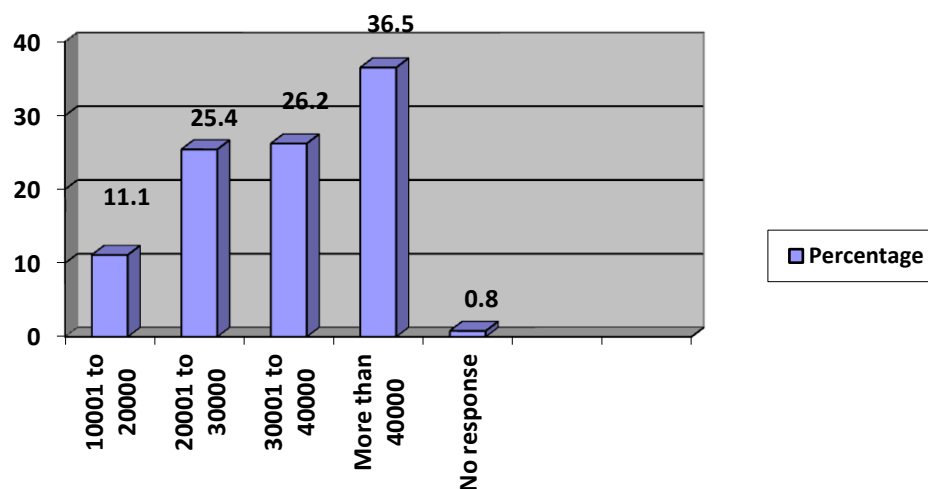


Figure 7: Income of the Participants

2.2 Information about the Technical Institutions

2.2.1 Experience of the Participants in the Technical Institutions

46.8% of the participants are working in the technical institutions from 4 to 6 years, 17.5% are working from 7 to 9 years, the same percentage (17.5%) are working from 1 to 3 years, 10.3% have been recently employed as they have less than 1 year of experience, 4.8% are working from 10 to 12 years, while only 0.8% are working from 16 to 18 years. 2.4% of the participants did not respond. Hence, majority of the participants have a working experience of 4 to 6 years in the technical institutions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	13	10.3	10.6	10.6
	1 to 3	22	17.5	17.9	28.5
	4 to 6	59	46.8	48.0	76.4
	7 to 9	22	17.5	17.9	94.3
	10 to 12	6	4.8	4.9	99.2
	16 to 18	1	.8	.8	100.0
	Total	123	97.6	100.0	
Missing	System	3	2.4		
Total		126	100.0		

Table 8: Experience of the Participants in the Educational Institutions

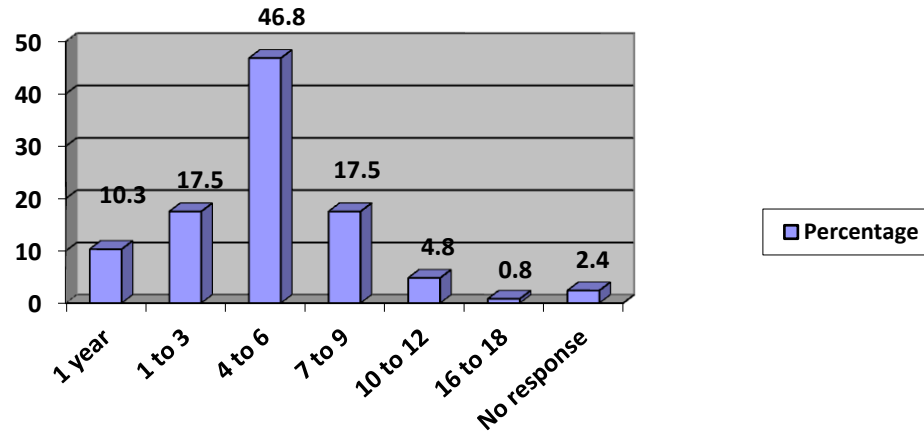


Figure 8: Experience of the Participants in the Educational Institutions

2.2.2 Rating of the Technical Institutions in which the Participants are Employed

Majority of the participants, that is; 50% thought that the rating of their technical institutes in which they are employed is very good, 35.7% of them believed that it is excellent and 8.7% thought that it is good. 5.6% of the participants did not respond. Hence, all the participants gave positive response about the reputation of their institutions. None of them replied in negative.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	45	35.7	37.8	37.8
	Very good	63	50.0	52.9	90.8
	Good	11	8.7	9.2	100.0
	Total	119	94.4	100.0	
Missing	System	7	5.6		
Total		126	100.0		

Table 9: Rating of the Technical Institutions in which the Participants are Employed

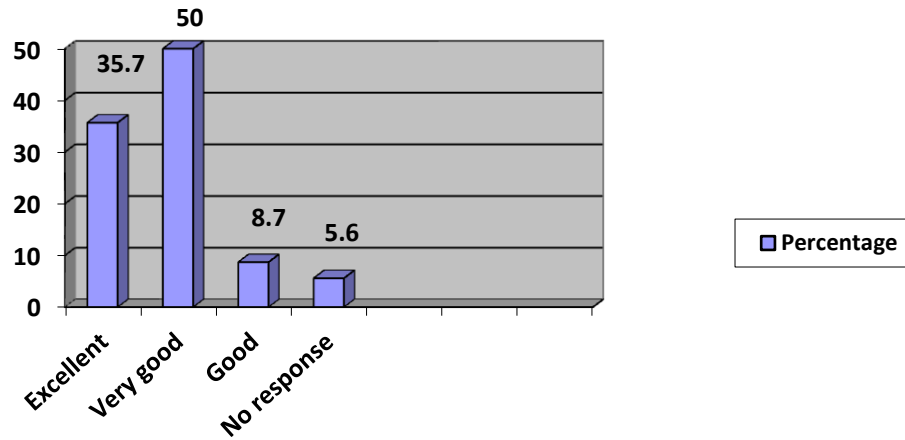


Figure 9: Rating of the Technical Institutions in which the Participants are Employed

2.2.3 Top Three Achievements of the Participants' Institutions during the Recent Years

44.4% of the participants believed that the top achievement of their institutions is starting new courses, 36.5% believed that it is high placement ratio and 28.6% thought that it is infrastructure facilities. Others thought that it is quality training (19%), new building (14.3%), new labs (5.6%), new demand trades (4.8%), good annual results (4%), Youth Social Entrepreneurship program (4%), involvement of local community (4%), increased strength (3.2%), new land (3.2%), hi-tech training equipments (0.8%), Youth Social Entrepreneurship Award (0.8%), optimizing financial sources (0.8%) and self employment (0.8%). Hence, the top three achievements of the institutions are starting new courses, high placement ratios and infrastructure facilities.

	Frequency	Percent
Valid New building	18	14.3
Start new courses	56	44.4
Youth Social Entrepreneurship Programs	5	4

New Labs	7	5.6
New land	4	3.2
Good annual results	5	4
High placement ratio	46	36.5
Involvement of local community	5	4
New demand trades	6	4.8
Quality training	24	19
Hi –Tech training equipments	1	0.8
Infrastructure facilities	36	28.6
Increased strength	4	3.2
Self-employment	1	0.8
Youth Social Entrepreneurship (Award)	1	0.8
Optimizing financial sources	1	0.8

Table 10: Top Achievements of the Participants’ Institutions during the Recent Years

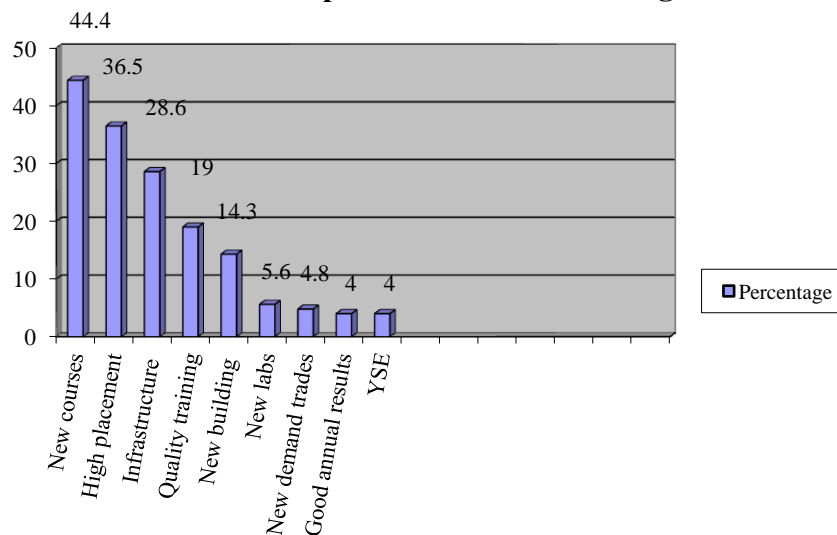


Figure 10: Major Achievements of the Participants’ Institutions during the Recent Years

2.2.4 Top Three Challenges faced by the Students after Completing their Courses/Diplomas

47.6% of the participants thought that the top challenge faced by the students after completing their courses/diploma is financial problem, 37.3% thought that it is job problem and 14.3% believed that it is less opportunities in remote areas. Others thought that it is lack of energy sources (10.3%), saturation of trade (10.3%), less information (9.5%), transport problems (8.7%), Youth Social Entrepreneurship (7.1%), fewer industries (7.1%), up gradation of skills (4%) and lack of confidence (1.6%). 19.1% of the participants either gave no response or wrong answers. Hence the major challenges faced by the students after completing their courses are financial problems, job problems and fewer opportunities in remote areas.

	Frequency	Percent
Valid Fewer industries	9	7.1
Less information	12	9.5
Youth Social Entrepreneurship	9	7.1
Lack of energy sources	13	10.3
Saturation of trade	13	10.3
Less opportunities in remote area	18	14.3
Finance problem	60	47.6
Transport problems	11	8.7
Job problem	47	37.3
Lack of confidence	2	1.6
Up gradation of skills	5	4
No response/Irrelevant	24	19.1

Table 11: Top Challenges faced by the Students after Completing their Courses/Diplomas

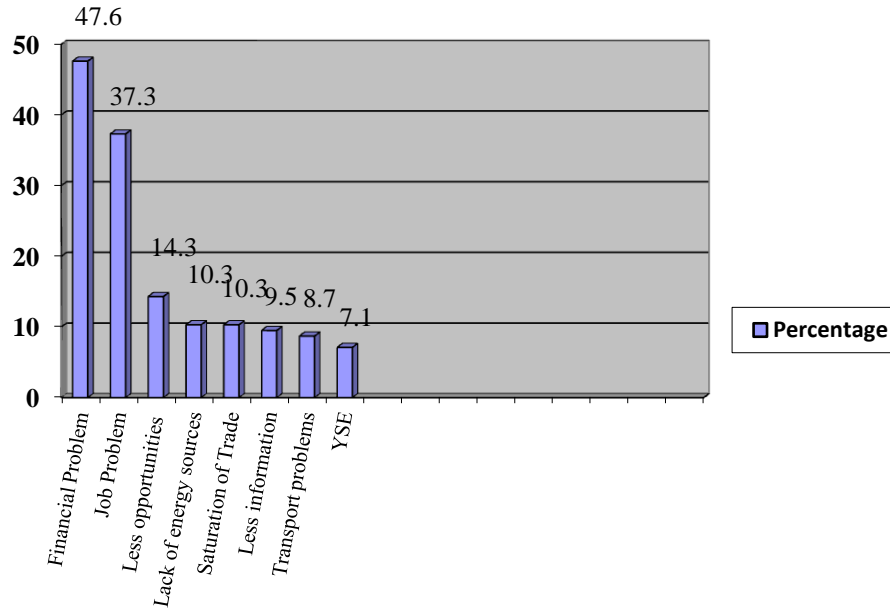


Figure 11: Top Challenges faced by the Students after Completing their Courses/Diplomas

2.2.5 Reasons for Joining the Technical Institutions

The participants expressed various reasons for joining the technical institutions. The major reasons include aptitude of skills learning (79.4%), self-employment (43.7%), good future prospects (40.5%) and unable to afford expenses of Higher Education (34.1%). Other reasons include diploma purpose (28.6%), want to earn early (29.4%), market demand is high (28.6%), pressure of family (13.5%) and failure in academics (8.7%).

	Frequency	Percent
Valid Aptitude of Skills Learning	100	79.4%
Diploma Purpose	36	28.6%
Pressure of Family	17	13.5%
Market Demand is High	36	28.6%

Good Future Prospects	51	40.5%
Want to earn early	37	29.4%
Failure in Academics	11	8.7%
Unable to afford expenses of Higher Education	43	34.1%
Self Employment	55	43.7%
Any Other	-	-

Table 12: Reasons for Joining the Technical Institutions

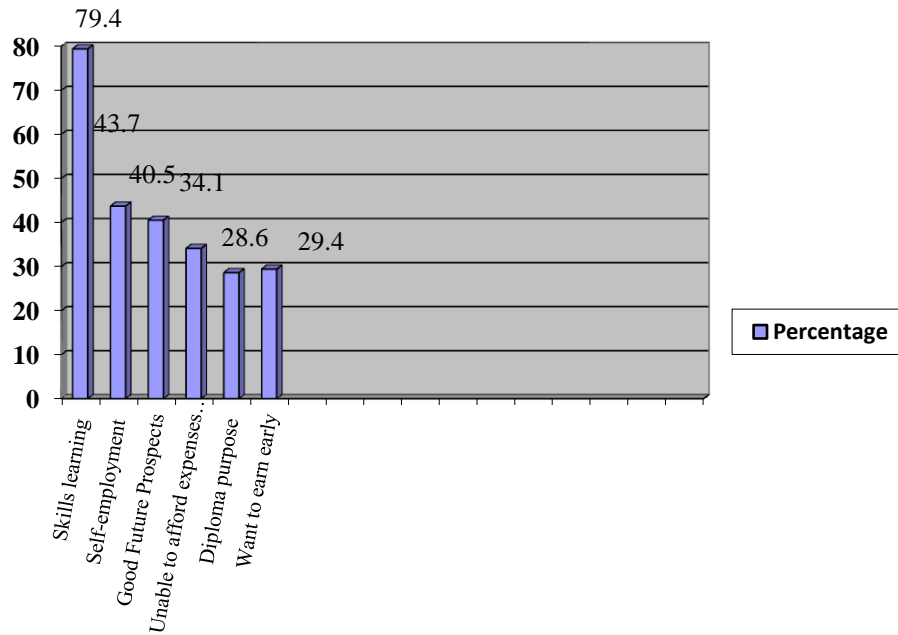


Figure 12: Reasons for Joining the Technical Institutions

2.2.6 Major Diploma Courses Offered by the Technical Institutions

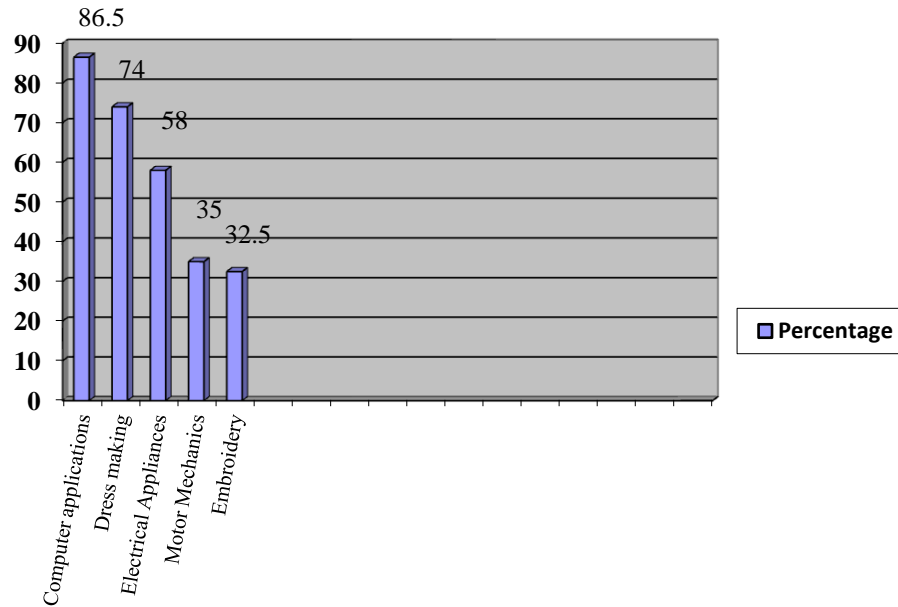
The major diploma courses offered by the technical institutions include Computer Applications (86.5%), Dress Making (74%), R and M of Electrical Appliances (58%), Motor Mechanics (35%) and Embroidery (32.5%). Other courses include Beautician Course (20%), Industrial

Electrician (19%),Plumbing (11.1%),Clinical Assistant (15.9%), Refrigeration and Air Conditioning (9.5%), Welder/Fabricator (7.1%), Web Graphics and Designing (3.2%), Auto CAD (3.2%), Textile Designing (3.2%), Import and Export Procedure (1.6%), Veterinary Assistant (1.6%),Food Making and Hotel Management (0.8%) andFashion Designing (0.8%).2.4% of the participants did not respond.

	Frequency	Percent
Valid Computer Applications	109	86.5
Web Graphic and Designing	4	3.2
Beautician Course	25	20
Dress Making	93	74
Embroidery	41	32.5
Fashion Designing	1	0.8
Clinical Assistant	20	15.9
Motor Mechanics	44	35
R and M of Electrical Appliances	73	58
Refrigeration and Air Conditioning	12	9.5
Welder /Fabricator	9	7.1
Food Making and Hotel management	1	0.8
Auto CAD	4	3.2
Import and Export Procedure	2	1.6
Textile Designing	4	3.2
Veterinary Assistant	2	1.6
Industrial Electrician	24	19

Plumbing	14	11.1
No response	3	2.4

Table 13: Major Diploma Courses offered by the Technical Institutions



13: Major Diploma Courses offered by the Technical Institutions

2.3 Information about Employment, Self-employment, Social Entrepreneurship and Youth Engagement

2.3.1 Preparedness of the Pass-out Students for Work

When the participants were inquired about the preparedness of the pass out students for job, self-employment and day to day living, they gave the following response:

i) Preparedness of the Pass-out Students for Jobs

54.8% of the participants responded that the students of their technical institutions are well prepared for jobs, 40.5% stated that they are fairly prepared, while only 1.6% informed that they are unprepared. 3.2% of the participants did not respond. Hence, according to the participants, majority of the pass out students of the technical institutions are well prepared for starting their jobs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Well prepared	69	54.8	56.6	56.6
	Fairly prepared	51	40.5	41.8	98.4
	Unprepared	2	1.6	1.6	100.0
	Total	122	96.8	100.0	
Missing	System	4	3.2		
Total		126	100.0		

Table 14: Preparedness of Pass-out Students for Job

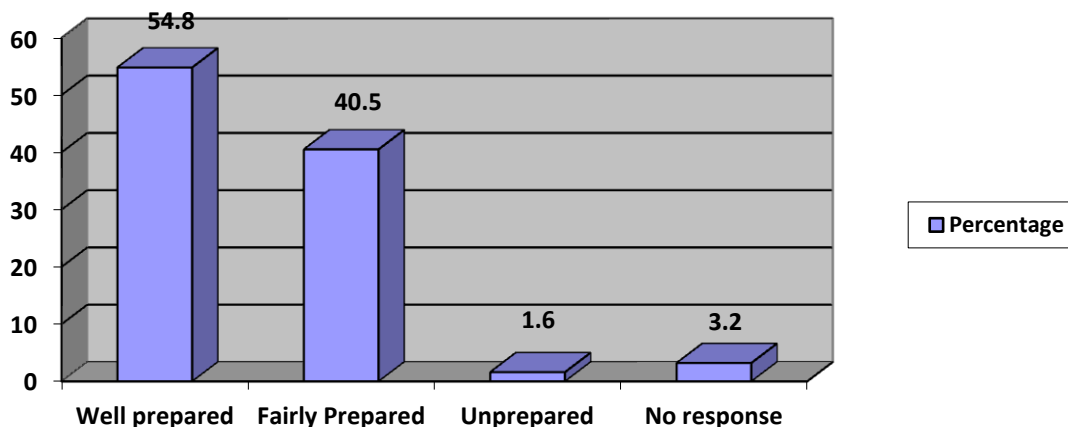


Figure14: Preparedness of Pass-out Students for Job

ii) Preparedness of Pass-out Students for Self-employment

Half of the participants (50%) believed that the students of their institutions are well prepared for self-employment. 45.8% believed that they are fairly prepared while just 4.2% thought that they are unprepared for self-employment. 4.8% of the participants did not respond. Hence, according to the participants, half of the population of the pass out students is well prepared for self-employment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Well prepared	60	47.6	50.0	50.0
	Fairly prepared	55	43.7	45.8	95.8
	Unprepared	5	4.0	4.2	100.0
	Total	120	95.2	100.0	
Missing	System	6	4.8		
Total		126	100.0		

Table 15: Preparedness of Pass-out Students for Self-employment

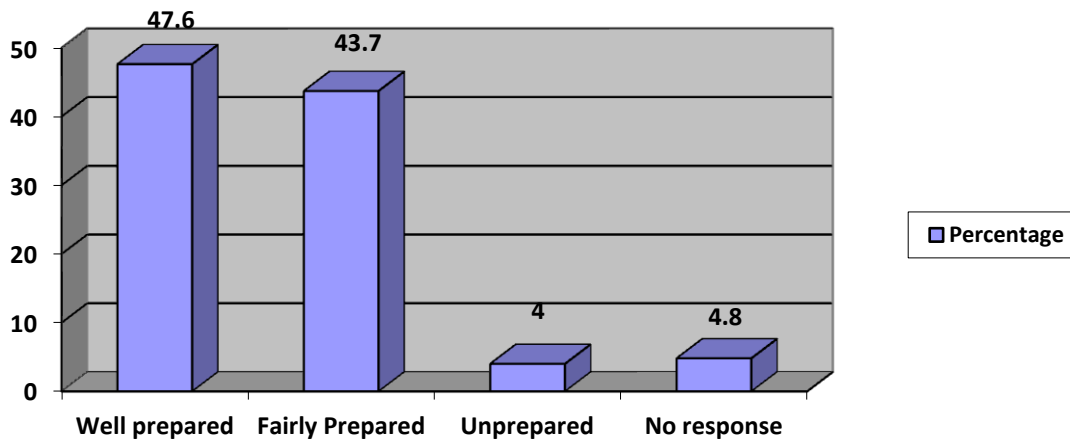


Figure 15: Preparedness of Pass-out Students for Self-employment

iii) Preparedness of Pass-out Students for Day to Day Living

34.1% of the participants believed that the students of their technical institutions are well prepared for day to day living, 54% believed that they are fairly prepared, while just 4% believed that they are unprepared. 7.9% of the participants did not respond. Hence, majority of the participants believed that the pass out students of their technical institutions are fairly prepared for day to day living.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Well prepared	43	34.1	37.1	37.1
	Fairly prepared	68	54.0	58.6	95.7
	Unprepared	5	4.0	4.3	100.0
	Total	116	92.1	100.0	
Missing	System	10	7.9		
Total		126	100.0		

Table 16: Preparedness of Pass-out Students for Day to Day Living

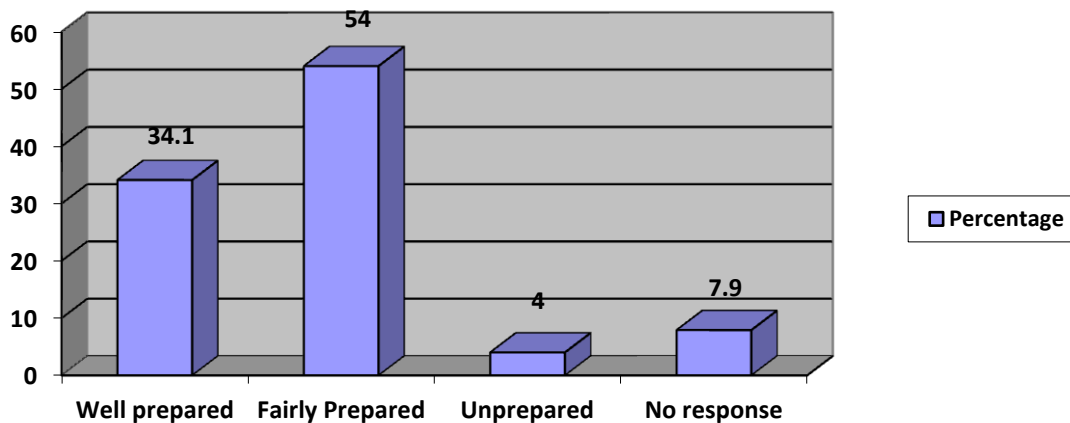


Figure 16: Preparedness of Pass-out Students for Day to Day Living

2.3.2 Participation of the Respondents in Youth Social Entrepreneurship Workshops/Sessions

Majority of the participants, that is; 67.5% had never attended any workshop on Youth Social Entrepreneurship, while 31% had attended. 1.5% of the participants did not respond.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	31.0	31.2	31.2
	No	85	67.5	68.0	100.0
	Total	124	98.5	100.0	
Missing	System	2	1.5		
Total		126	100.0		

Table 17: Participation of the Respondents in Youth Social Entrepreneurship Workshops/Sessions

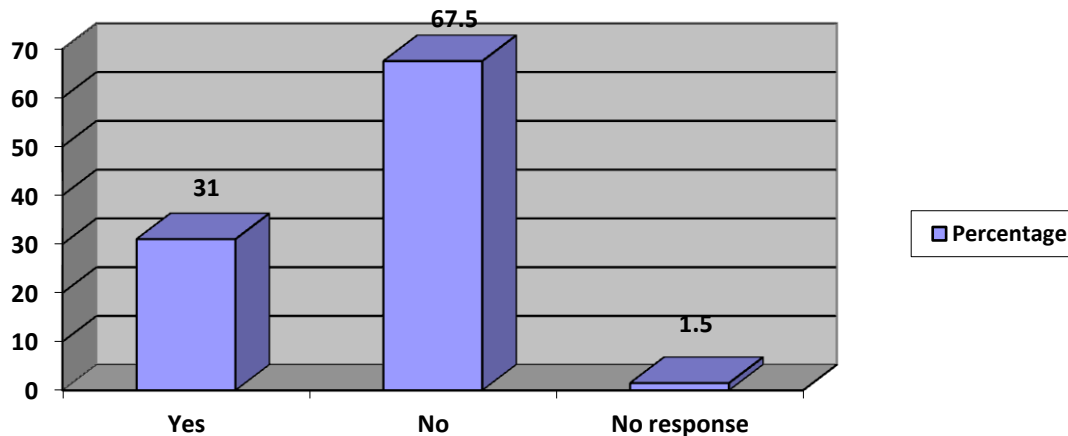


Figure 17: Participation of the Respondents in Youth Social Entrepreneurship Workshops/Sessions

i) Year during which the Participants Attended the Workshops/Sessions on Youth Social Entrepreneurship and Name of the Organizing Bodies

Out of 31% of the participants who had attended workshops on Youth Social Entrepreneurship, 5.1% had attended it in 2008, 20.5% had attended it in 2009 and 53.9% had attended it in 2010. 20.5% of the participants did not respond. All of them had attended the workshops organized by Youth Engagement Services (YES) Network Pakistan and British Council.

		Frequency	Percent
Valid	2008	2	5.1
	2009	8	20.5
	2010	21	53.9
	Total	31	79.4
Missing	System	8	20.5
Total (who attended Workshops on YSE)		39	31

Table 18: Year during which the Participants Attended the Workshops/Sessions on Youth Social Entrepreneurship

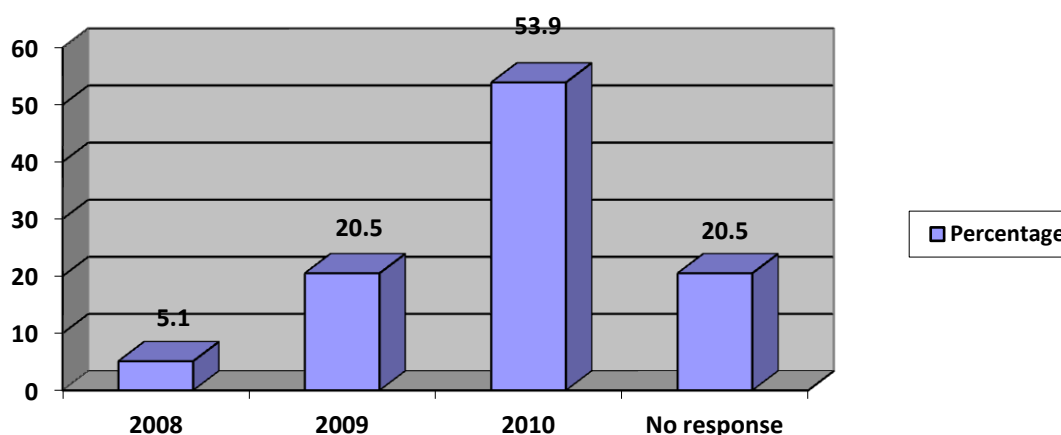


Figure 18: Year during which the Participants Attended the Workshops/Sessions on Youth Social Entrepreneurship

2.3.3 Participants Acquainted with the Concept of Youth Social Entrepreneurship

Majority of the participants, that is; 83.3% were not acquainted with the term of Youth Social Entrepreneurship, while only 13.5% were aware of it. 3.2% of the participants did not respond. This shows that the participants had very little knowledge about the concept of Youth Social Entrepreneurship.

		Frequency	Percent
Valid	Yes	17	13.5
	No	105	83.3
	Total	122	96.8
Missing	System	4	3.2
Total		126	100.0

Table 19: Participants Acquainted with the Concept of Youth Social Entrepreneurship

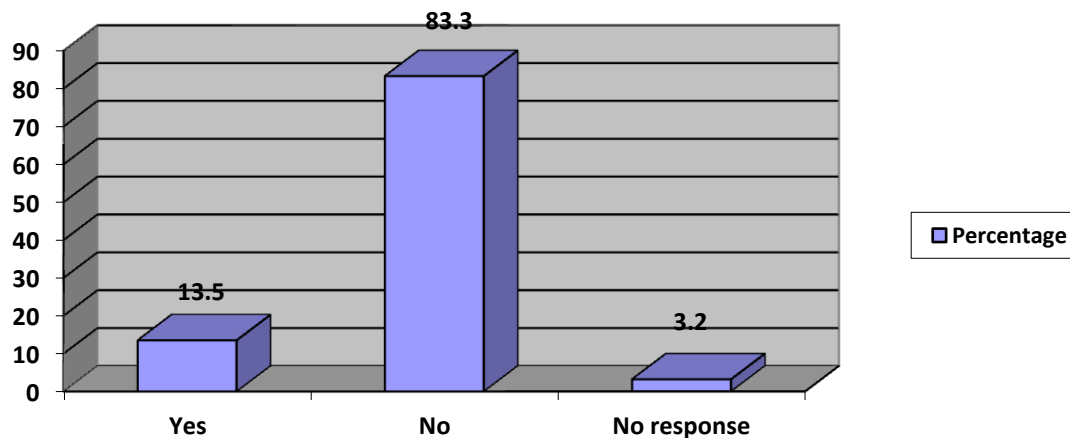


Figure 19: Participants Acquainted with the Concept of Youth Social Entrepreneurship

2.3.4 Views of Participants about the Difference between Business Entrepreneurship and Social Entrepreneurship

Only 13.5% of the participants knew the difference between Business Entrepreneurship and Social Entrepreneurship, while 61.1% of the participants were not aware of it. 2.4% of the participants did not respond, while 23% of them gave irrelevant or wrong responses. Hence, the majority of the participants that is; 86.5% had no knowledge about the difference between Business Entrepreneurship and Social Entrepreneurship.

	Frequency	Percent
Valid Yes	17	13.5
No	77	61.1
Missing System	3	2.4
Irrelevant/wrong response	29	23
Total	126	100

Table 20: Views of Participants about the Difference between Business Entrepreneurship and Social Entrepreneurship

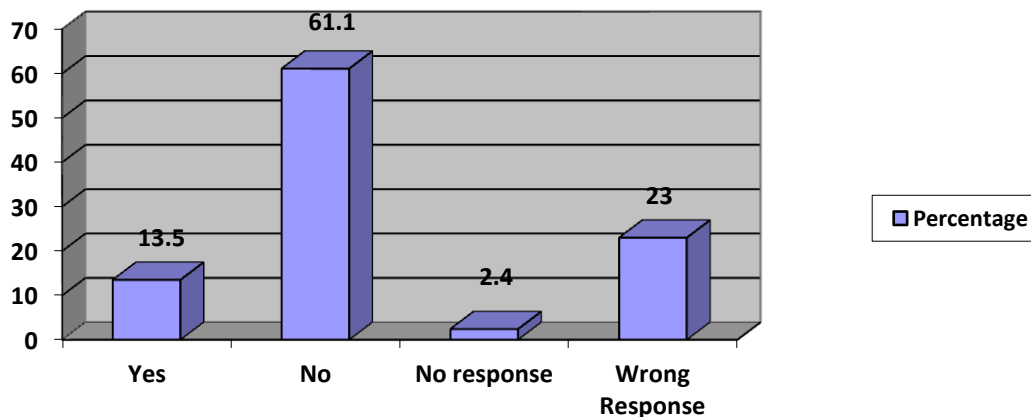


Figure 20: Views of Participants about the Difference between Business Entrepreneurship and Social Entrepreneurship

2.3.5 Awareness about any Person who Possesses Knowledge and Skills in the Field of Youth Social Entrepreneurship

Majority of the participants, that is; 72.2% did not know anybody who possesses knowledge and skills in the field of Youth Social Entrepreneurship, while only 23.8% had awareness. 4% of the participants did not respond.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	30	23.8	24.8	24.8
	No	91	72.2	75.2	100.0
	Total	121	96.0	100.0	
Missing	System	5	4.0		
Total		126	100.0		

Table 21: Awareness about any Person who has Knowledge and Skills in the Field of Youth Social Entrepreneurship

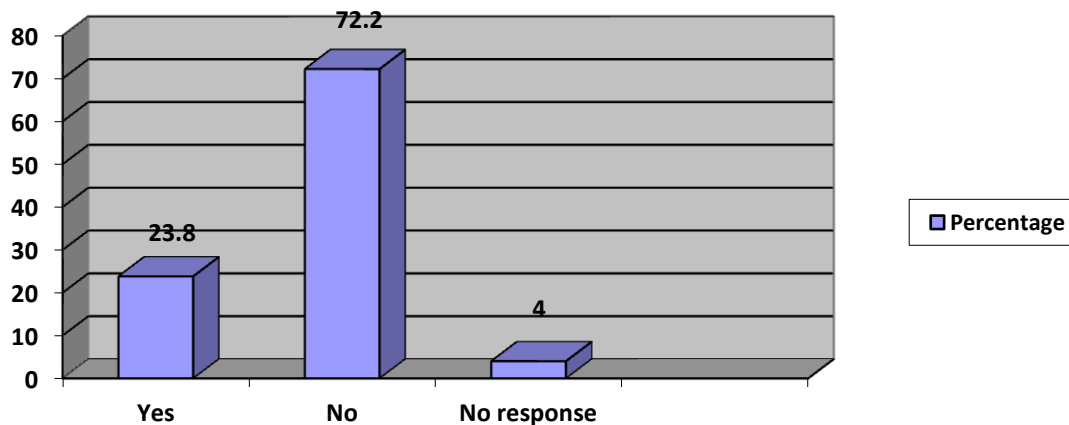


Figure 21: Awareness about any Person who has Knowledge and Skills in the Field of Youth Social Entrepreneurship

2.3.6 Awareness of the Participants about the Institutions Working in the Field of Social Entrepreneurship

40.5% of the participants were aware of the institutions working in the field of Social Entrepreneurship, while 54% were unaware of it. 5.6% of the participants did not respond. Out of 40.5% who were aware of it, 31% of them mentioned Youth Engagement Services (YES) Network Pakistan and British Council. Others mentioned the name of Help Foundation (0.8%), International Youth Foundation (IYF) (0.8%), Jazba Foundation (0.8%), Neelab Children and Women Development Council (0.8%), National Rural Support Program (2.4%) and Tehzeeb Foundation (0.8). 25.4% came to know about these institution by coming in direct contact with the organizations. 7.1% came to know about them through internet, 4% through word of mouth and 4% through friends.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	51	40.5	42.9	42.9
	No	68	54.0	57.1	100.0
	Total	119	94.4	100.0	
Missing	System	7	5.6		
Total		126	100.0		

Table 22: Awareness of the Participants about the Institutions Working in the Field of Social Entrepreneurship

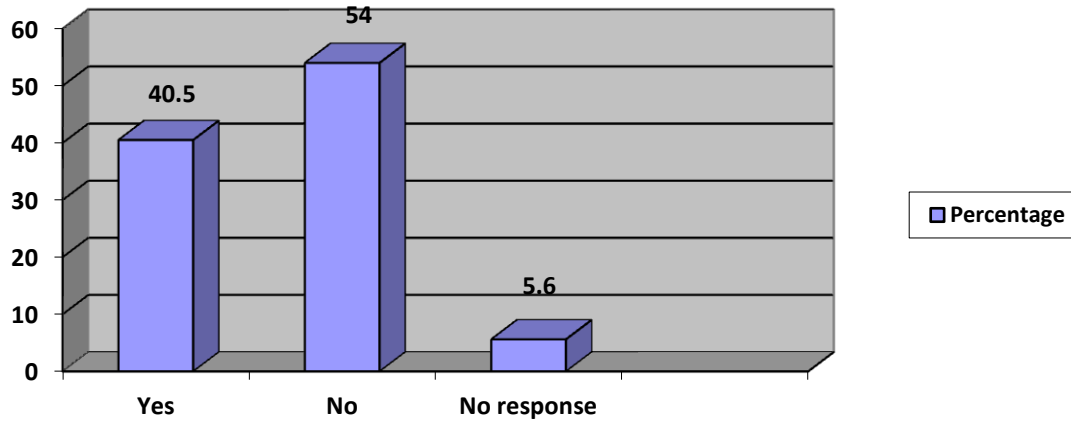


Figure 22: Awareness of the Participants about the Institutions Working in the Field of Social Entrepreneurship

2.3.7 Major Problems Faced by the Students after Completing their Diplomas

61.1% of the participants believed that the major problem faced by the students after completing their diplomas is financial problem, 34.1% thought that it is searching for jobs, 11.9% thought that it is lack of awareness, 10.3% thought that it is fewer industries, 10.3% thought that it is family problems and 9.8% believed that it is fewer opportunities. Other problems include less salaries (8.7%), living in remote areas (4.8%), up gradation of skills (4.8%) and placement outside (5.5%).

	Frequency	Percent
Valid Financial problems	77	61.1
Fewer industries	13	10.3
Searching for Jobs	43	34.1
Family problems	13	10.3
Fewer opportunities	28	9.8
Living in Remote Areas	6	4.8

Lack of awareness	15	11.9
Less salaries	11	8.7
Placement outside	7	5.5
Up gradation of skills	6	4.8

Table 23: Major Problems Faced by the Students after Completing their Diplomas

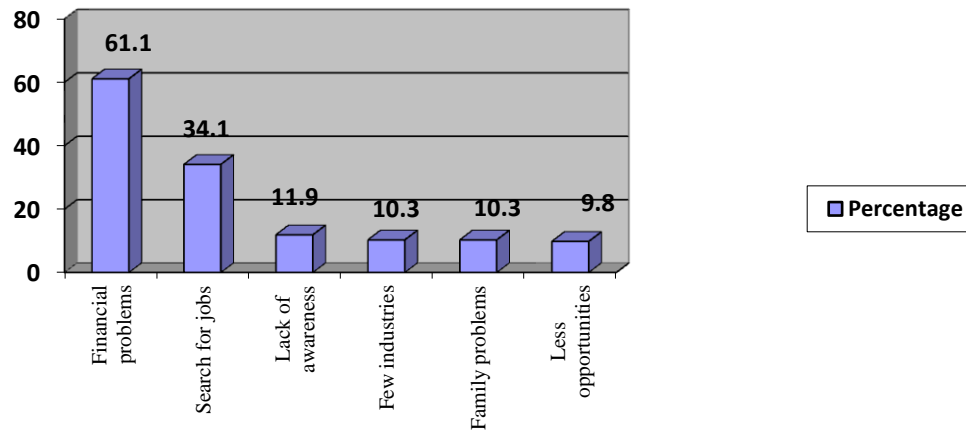


Figure 23: Major Problems Faced by the Students after Completing their Diplomas

2.3.8 Are the Students Provided Social Enterprise Development Education?

Majority of the participants, that is; 80.2% believed that the students of their institutions are not provided Social Enterprise Development Education, while only 4% of them thought that it is being provided. 15.8% of the participants did not respond.

		Frequency	Percent
Valid	Yes	5	4
	No	101	80.2
	Total	106	84.2
Missing	System	20	15.8
Total		126	100.0

Table 24: Are the Students Provided Social Enterprise Development Education?

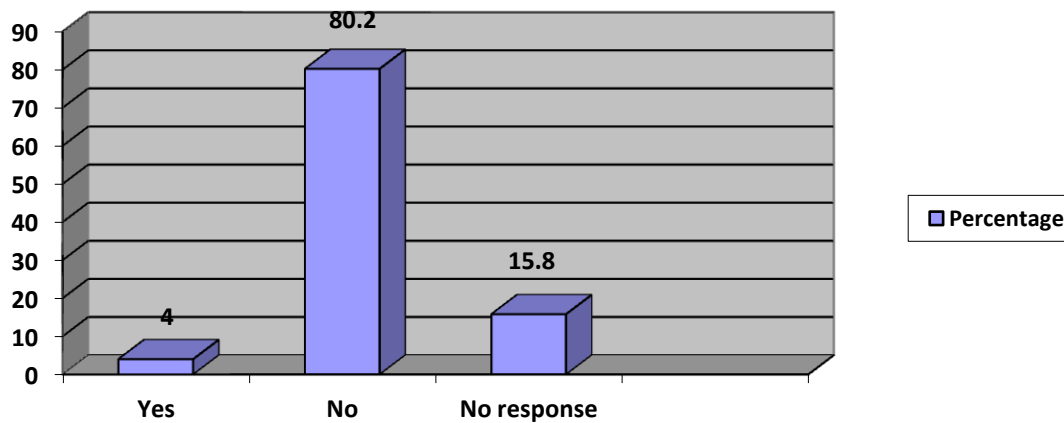


Figure 24: Are the Students Provided Social Enterprise Development Education?

2.3.9 Kind of Support Provided by the Technical Institutions to the Students for Self-employment

When the participants were inquired about the kind of support, the technical institutions provide to the students for self-employment, they checked multiple options. 69.8% believed that they provide financial assistance to set-up business, 54.8% believed that they help in the placement of

students, 42.9% believed that they provide business training, 35.7% believed that they facilitate in practical exposure and internship, 26.2% believed that they provide proper infrastructure/physical facilities, 23.8% believed that they provide mentoring and 20.6% believed that they provide practical labs.

	Frequency	Percent
Business development training	54	42.9
Financial assistance to set-up business	88	69.8
Mentoring	30	23.8
Facilitation in practical exposure and internship	45	35.7
Placement of students	69	54.8
Provision of proper infrastructure/ physical facilities	33	26.2
Provision of practical labs	26	20.6

Table 25: Kind of Support Provided by the Technical Institutions to the Students for Self-employment

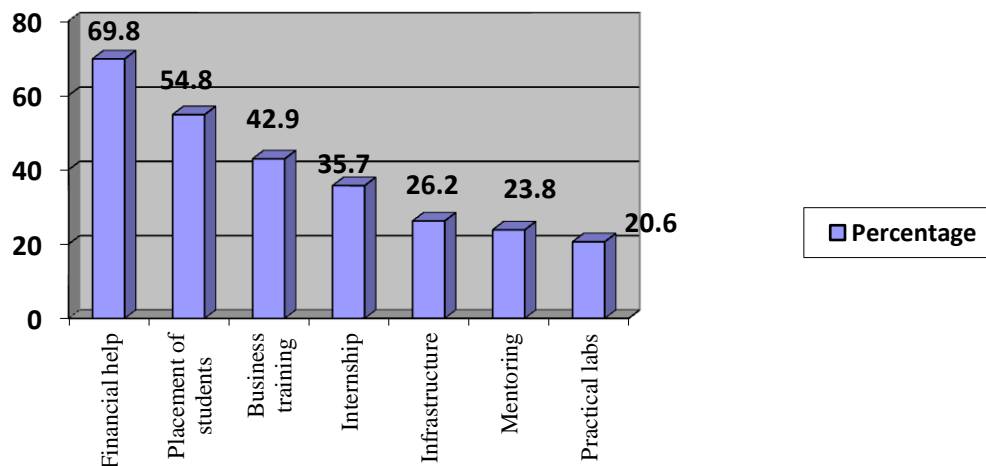


Figure 25: Kind of Support Provided by the Technical Institutions to the Students for Self-employment

2.3.10 Is it Easy for the Students to start their Own Social Enterprises (to become their own boss)?

Majority of the participants (77%) believed that it is challenging for the students to start their own Social Enterprises. 15.9% believed that it is easy, while just 3.2% thought that it is very easy. 0.8% believed that it is impossible for the students to become their own boss. 3.2% of the participants did not respond. Hence, majority of the participants stated that it is challenging for the students to become their own boss.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very easy	4	3.2	3.3	3.3
	Easy	20	15.9	16.4	19.7
	Challenging	97	77.0	79.5	99.2
	Almost impossible	1	.8	.8	100.0
	Total	122	96.8	100.0	
Missing	System	4	3.2		
Total		126	100.0		

Table 26: Is it Easy for the Students to start their Own Social Enterprises?

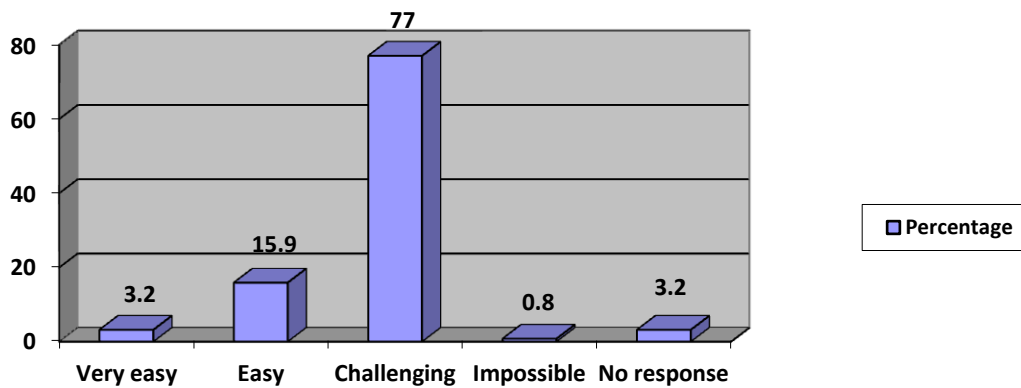


Figure 26: Is it Easy for the Students to start their Own Social Enterprises?

2.3.11 Why Students are Reluctant to start their own Social Enterprises or become Self-employed?

A large majority of the participants (that is; 70.6%) stated that the students are reluctant to start their own social enterprises (or become self-employed) due to lack of money. 42.1% also considered it to be fear of failure. 15.9% also considered it other interests, 6.3% believed it to be burden of work and 7.1% believed it to be government obstacles.

	Frequency	Percent
Valid Other interests	20	15.9
Lack of money	89	70.6
Burden of work	8	6.3
Fear of Failure	53	42.1
Government Obstacles	9	7.1

Table 27: Why Students are Reluctant to Start their Own Social Enterprises?

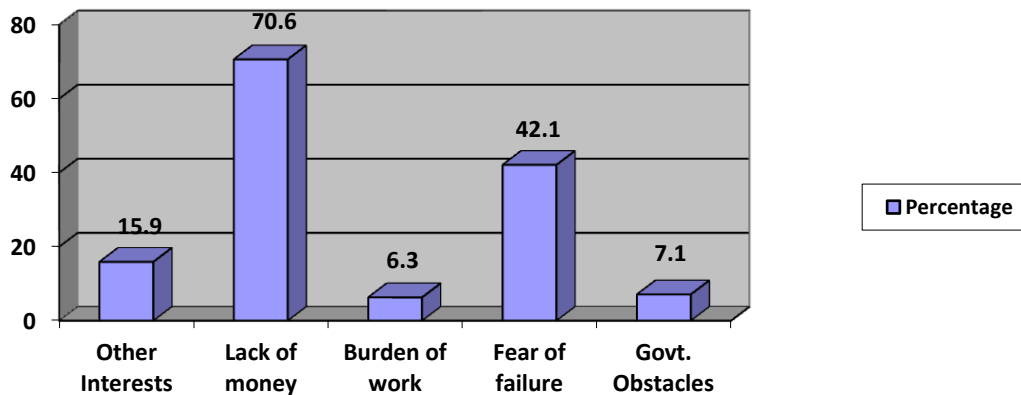


Figure 27: Why Students are Reluctant to Start their Own Social Enterprises?

2.3.12 Reasons for the Young People who want to start their own Social Enterprises

The participants gave multiple reasons for the young people who want to start their own Social Enterprises. 40.5% believed that they have an idea and they want to see it in action, 38.9% believed that they want to achieve independence, 38.1% also thought that they want to make money and 7.1% stated that they were unemployed or laid off from a company.

	Frequency	Percent
Valid Independence	49	38.9
Have an idea and want to see it in action	51	40.5
To make money	48	38.1
Laid off from a company/unemployed	9	7.1

Table 28: Reasons for the Young People to start their own Social Enterprises

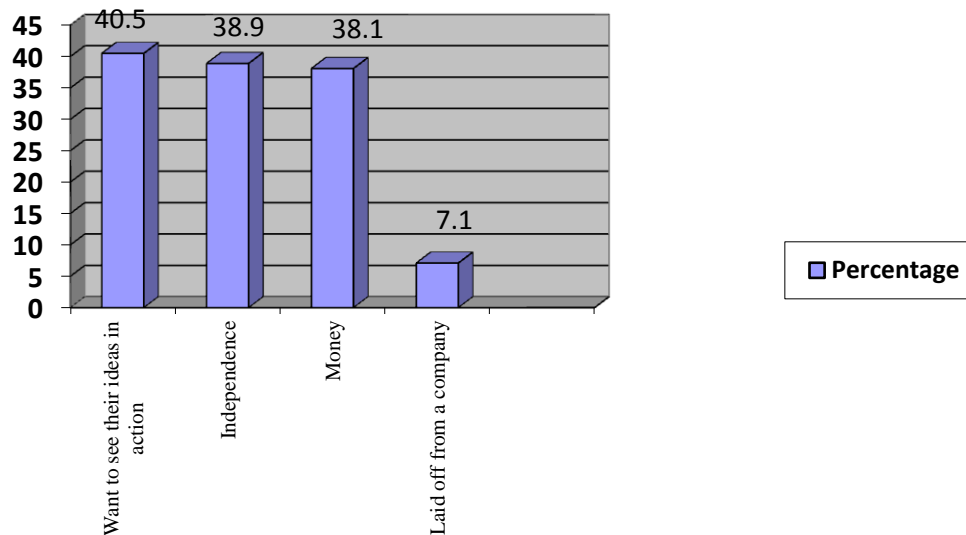


Figure 28: Reasons for the Young People to start their own Social Enterprises

2.3.13 Best Resource for the Young People to Learn how to start a Social Enterprise

Majority of the participants (65.1%) believed that the best resource for the young people to learn how to start a social enterprise is through non-profit organizations. 23.8% also thought that it is internet, 15.1% thought it to be government sources, 11.1% believed that classrooms are the best resource, 7.1% stated that friends or family members are the best resource and 6.3% believed that books or magazines are the best resource.

	Frequency	Percent
Valid Government Sources	19	15.1
Non-profit organizations	82	65.1
Internet	30	23.8
Friends or family members	30	7.1
Books or magazines	8	6.3
Classrooms	14	11.1

Table 29: Best Resource for the Young People to Learn how to start a Social Enterprise

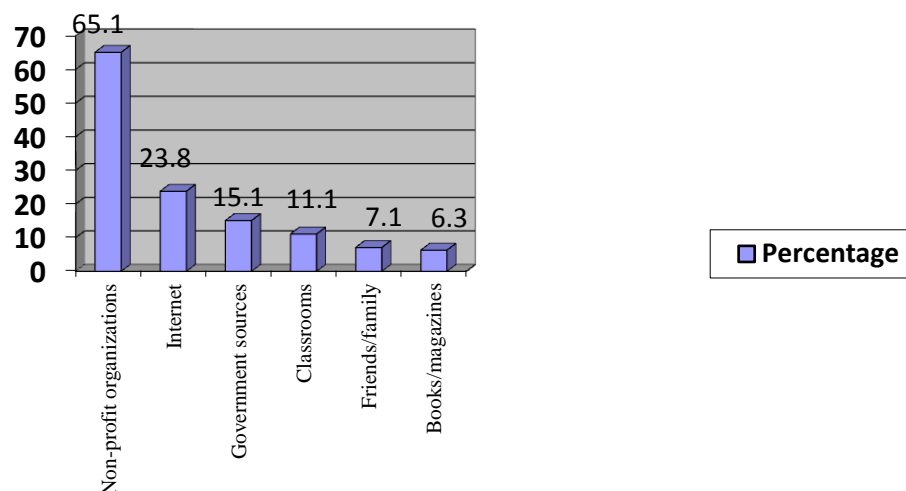


Figure 29: Best Resource for the Young People to Learn how to start a Social Enterprise

2.3.14 Possible Ingredients for Running a Social Enterprise with Success

When the participants were inquired about the possible ingredients for running a social enterprise with success, majority of them, that is, 70.6% stated that it is hard work and determination, 25.4% stated that it is connections, 23.8% believed that it is good product or service, 13.5% believed that it is capital, 8.7% thought that it is good employees, 7.1% stated that it is good location for the business and 3.2% stated that it is customers.

	Frequency	Percent
Valid Hard work and determination	89	70.6
Good employees	11	8.7
Connections (knowing the right people)	32	25.4
Good Product or Service	30	23.8
Capital (money)	17	13.5
Good location for the business	9	7.1
Customers	4	3.2

Table 30: Possible Ingredients for Running a Social Enterprise with Success

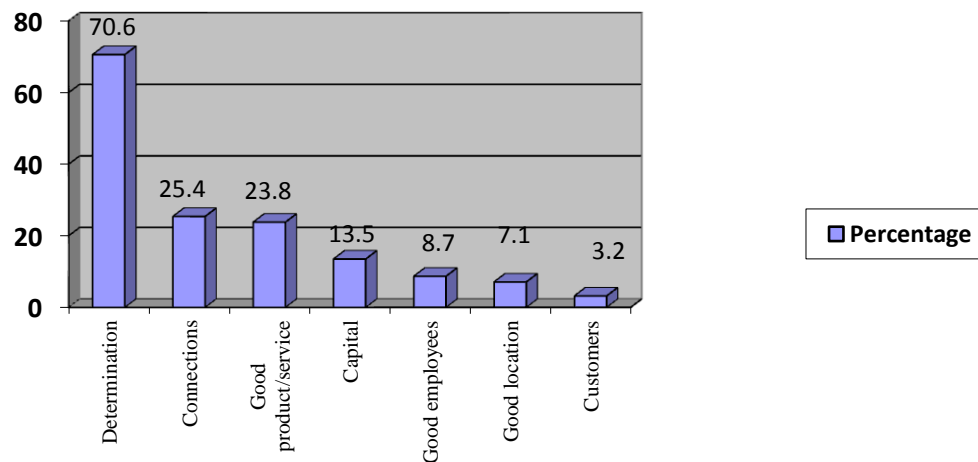


Figure 30: Possible Ingredients for Running a Social Enterprise with Success

2.3.15 Missing Segment in the Curriculum to Prepare Youth to become Self-employed

The participants mentioned numerous segments which are missing in the curriculum to prepare youth to become self employed. These include Youth Social Entrepreneurship (19.8%), practical experience (9.5%), Business management (5.5%), emerging trends of marketing (4.8%), social awareness (3.2%) and life skills (2.4%). 18.3% of the participants believed that youth are not provided guidelines to become self-employed. 9.5% stated that the youth lack motivation to become self-employed. 6.3% of the participants believed that the curriculum of the technical institutions is complete to prepare youth to become self-employed. 17.5% of the participants did not respond. The views of the participants reflect the need for integrating the subject of Youth Social Entrepreneurship in the curriculum of the technical institutions. Through the induction of Youth Social Entrepreneurship course, the students will learn interpersonal skills, life skills, planning skills, management skills, research skills, communication development skills and will gain motivation for their personal and community development.

	Frequency	Percent
Valid Youth Social Entrepreneurship	25	19.8
Emerging trends of marketing	6	4.8
Practical experience	12	9.5
Business Management	7	5.5
Life skills	3	2.4
Social awareness	4	3.2
Curriculum is not upgraded	7	5.5
Complete curriculum	8	6.3
Lack of motivation	12	9.5

No guidelines	23	18.3
No response	22	17.5
Total	126	100

Table 31: Missing Segment in the Curriculum to Prepare Youth to become Self-employed

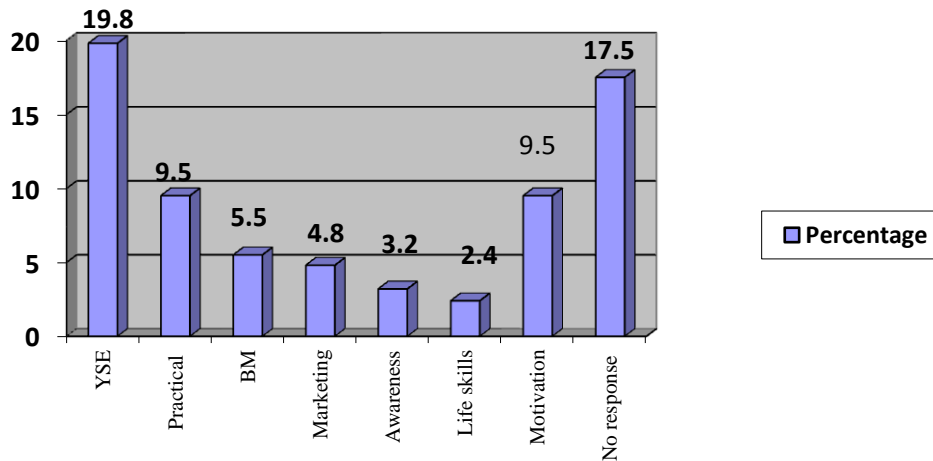


Figure 31: Missing Segment in the Curriculum to Prepare Youth to become Self-employed

2.3.16 Are the Technical Institutions Teaching any Course to Prepare Students to become Self-employed?

61.9% of the participants stated that the technical institutions are teaching courses to prepare students to become self-employed. 32.5% of the participants replied in negative. 5.6% of the participants did not respond. The courses mentioned by the participants are life skills (36.4%), vocational training (3.9%). 51.9% informed that there are routine courses, while 3.9% stated that there are half credit courses. 2.6% stated that the students are motivated for business. 1.3% of the participants did not respond.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	78	61.9	65.5	65.5
	No	41	32.5	34.5	100.0
	Total	119	94.4	100.0	
Missing	System	7	5.6		
Total		126	100.0		

Table 32: Are the Technical Institutions Teaching any Course to Prepare Students to become Self-employed?

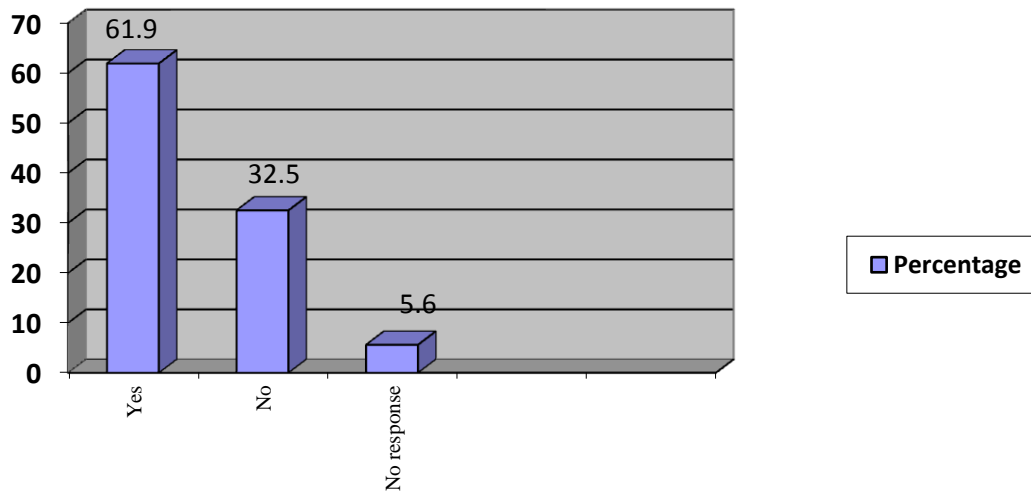


Figure 32: Are the Technical Institutions Teaching any Course to Prepare Students to become Self-employed?

19% of the participants declared that the duration of the courses are 14 months, 9.5% stated that the duration of the courses are 12 months, 0.8% stated that only 15 minutes daily are spent on it, 0.8% believed that 2 days in a week are spent on it, 0.8% declared that 3 months are spent on it, 4% stated that 6 months are spent on it and 2.4% thought that 8 months are spent on it.

	Frequency	Percent
Valid 12months	12	9.5
14months	24	19.0
15 minutes daily	1	.8
2 days in a week	1	.8
3 months	1	.8
6months	5	4.0
8 months	3	2.4
Total	126	100.0

Table 33: Duration of the Courses

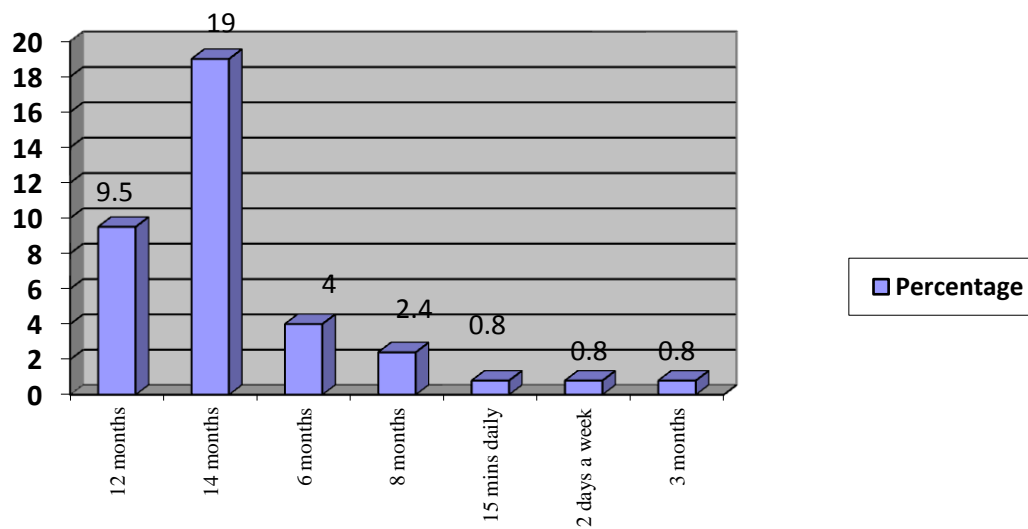


Figure 33: Duration of the Courses

2.3.17 Are the Technical Institutions Interested in Starting Courses for Young People to Develop Skills in them Required for Running their own Social Enterprises?

Majority of the participants, that is; 74.6% are interested in starting courses for the students to develop skills in them which are required for running their own social enterprises. 16.7% believed that they might be interested in starting these courses. 8.7% of the participants did not respond. Hence, majority of the heads of the technical institutions are interested in starting Social Entrepreneurship courses in their institutions. None of them replied in negative.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	94	74.6	81.7	81.7
	Maybe	21	16.7	18.3	100.0
	Total	115	91.3	100.0	
Missing	System	11	8.7		
Total		126	100.0		

Table 34: Interest of the Technical Institutions in starting Courses for Students to run their own Social Enterprises

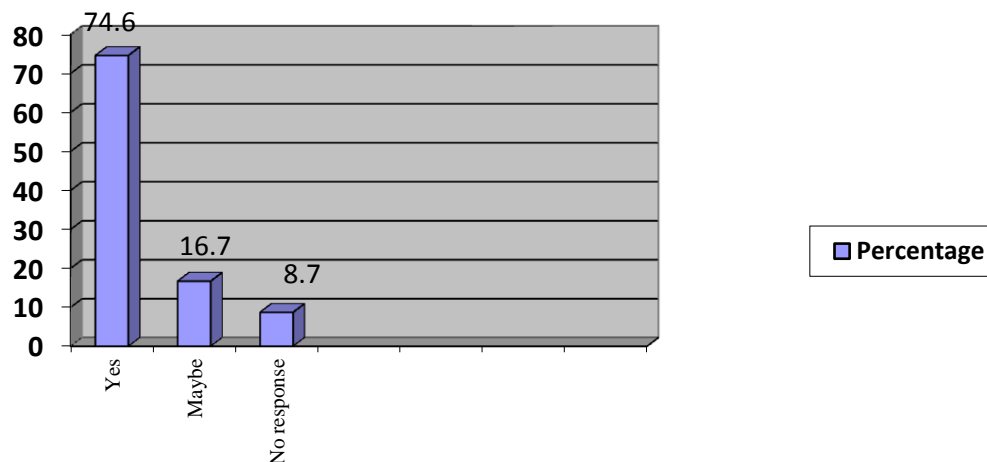


Figure 34: Interest of the Technical Institutions in starting Courses for Students to run their own Social Enterprises

2.3.18 Awareness about the Concept of Service Learning

Majority of the participants, that is; 82.5% had no awareness about the concept of Service Learning, while just 8% had awareness about it. 9.5% of the participants did not respond. 8% of the participants who wrote definitions of Service Learning did not clearly define it.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	8	28.1	28.1
	No	104	82.5	71.9	100.0
	Total	114	90.5	100.0	
Missing	System	12	9.5		
Total		126	100.0		

Table 35: Awareness of the Participants about the Concept of Service Learning

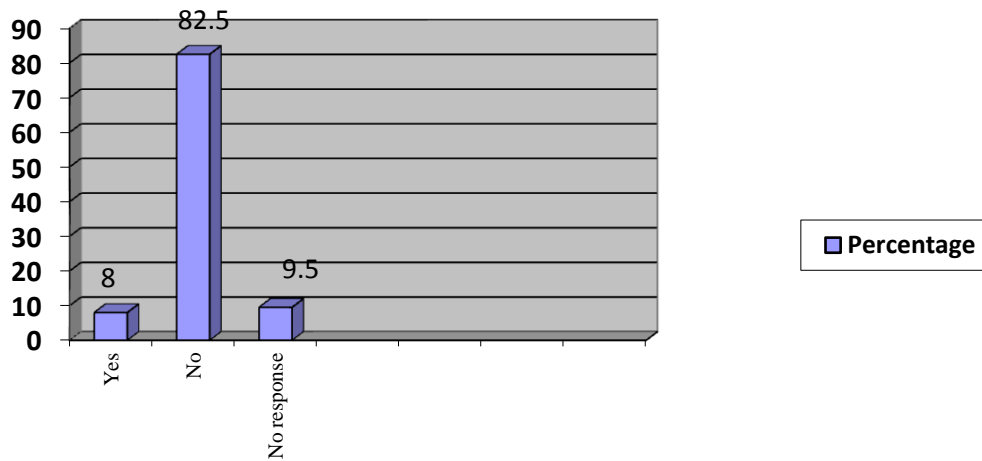


Figure 35: Awareness of the Participants about the Concept of Service Learning

2.3.19 Engagement of the Students in Community Service Work during Studies

47.6% of the participants believed that they involve students in community service work episodically during their studies, while 46% of the participants did not engage students in community service. 6.3% of the participants did not respond.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	60	47.6	50.8	50.8
	No	58	46.0	49.2	100.0
	Total	118	93.7	100.0	
Missing	System	8	6.3		
Total		126	100.0		

Table 36: Engagement of the Students in Community Service Work during Studies

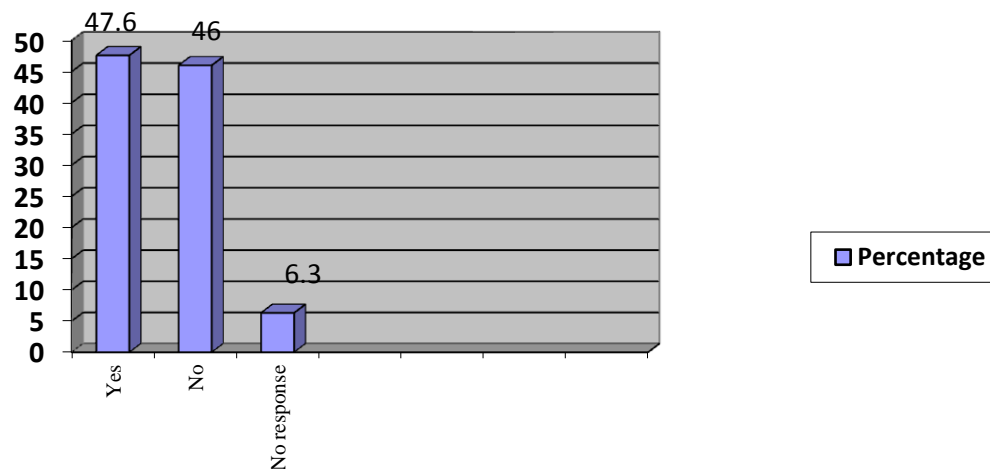


Figure 36: Engagement of the Students in Community Service Work during Studies

2.3.20 Interest of the Participants in the Engagement of Students in Community Service

Work during Studies

57.9% of the participants believed that the students should be involved in community service work during studies, while only 5.6% of the participants did not agree with it. 36.5% of the participants did not respond. Hence, majority of the participants are interested in involving students in the community service work during their studies. According to the participants the nature of the project or activities which can be carried out to engage students in community service work can include community development, environmental protection, education awareness, human rights awareness, competitions, exhibitions, visits, workshops, flood relief activities, civil defense, cleanliness, seminars, practical work and charity work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	73	57.9	91.3	91.3
	No	7	5.6	8.8	100.0
	Total	80	63.5	100.0	
Missing	System	46	36.5		
Total		126	100.0		

Table 37: Interest of the Participants in the Engagement of Students in Community Service Work during Studies

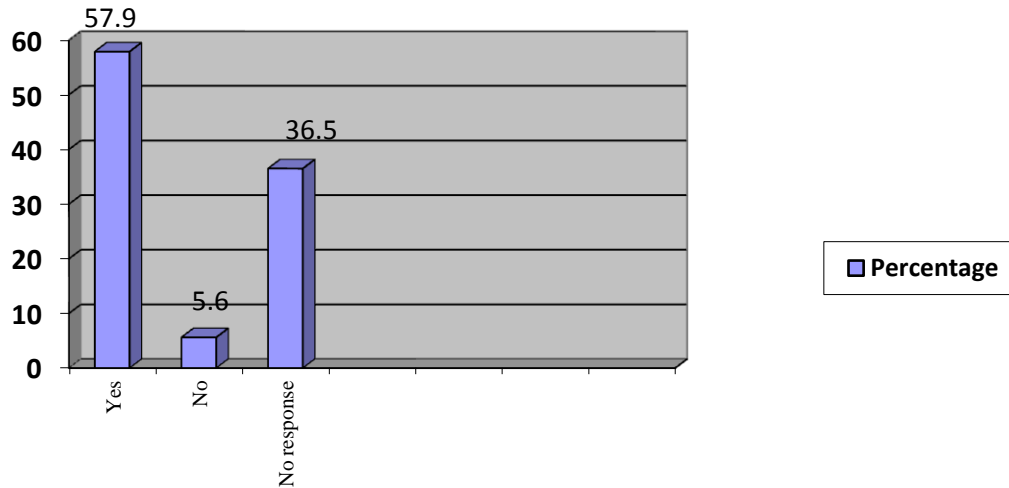


Figure 37: Interest of the Participants in the Engagement of Students in Community Service Work during Studies

2.3.21 Is the Society Acknowledging the Potentials, Talents and Abilities of Youth?

54% of the participants believed that the society is acknowledging the potentials, talents and abilities of the young people, while 36.5% of the participants did not agree with it. 9.5% of the participants did not respond.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	68	54.0	59.6	59.6
	No	46	36.5	40.4	100.0
	Total	114	90.5	100.0	
Missing	System	12	9.5		
Total		126	100.0		

Table 38: Acknowledgement of the Potentials, Talents and Abilities of Youth

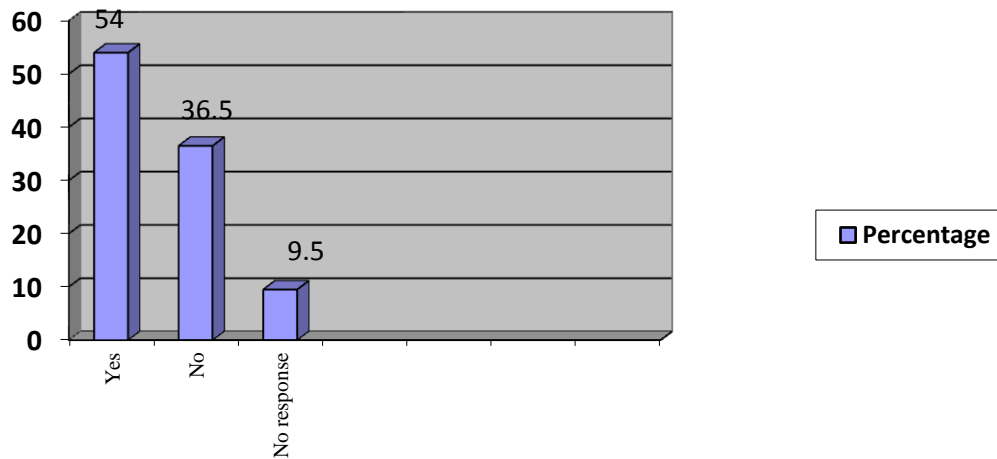


Figure 38: Acknowledgement of the Potentials, Talents and Abilities of Youth

The participants who replied in positive (54%) believed that the ways through which the society is acknowledging the potentials, abilities and talents of youth include appreciation (28.6%), offering jobs (13.5%), verbal feedback (2.4%) and by assigning responsibilities (4%). 5.5% of the participants did not respond. The results show that the society is not benefitting from the real potential of the young people by utilizing their talents and abilities for solving the problems of the society.

	Frequency	Percent
Valid Appreciation	36	28.6
Offering jobs	17	13.5
Verbal feedback	3	2.4
By assigning responsibilities	5	4
No response	7	5.5
Total (who replied in positive)	68	54%

Table 39: Ways through which the Potentials, Talents and Abilities of Youth are Acknowledged

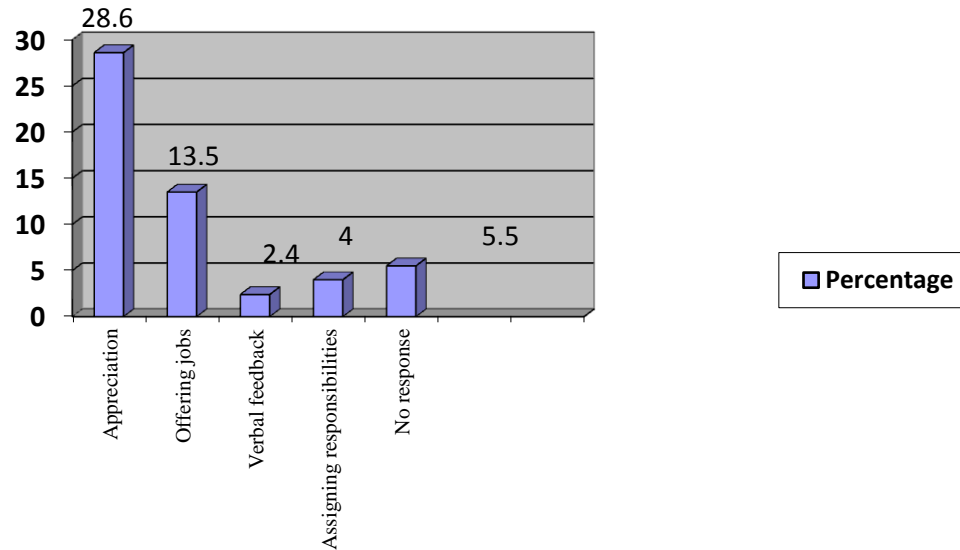


Figure 39: Ways through which the Potentials, Talents and Abilities of Youth are Acknowledged

36.5% participants who believed that the society is ignoring the talents of young people. They gave various reasons for it such as lack of awareness (6.3%), negligence (0.8%), lack of confidence in youth (12.7%), lack of self-employment opportunities (11.1%) and lack of jobs (3.2%). Moreover, lack of proper guidance (2.4%) is also one of the reasons.

	Frequency	Percent
Valid No proper guidelines	3	2.4
No jobs	4	3.2
Lack of awareness	8	6.3
Lack of Self-employment opportunities	14	11.1
Due to negligence	1	0.8
Lack of confidence in youth	16	12.7
Total (who replied in negative)	46	36.5

Table 40: Reasons for Ignoring the Talents of Youth

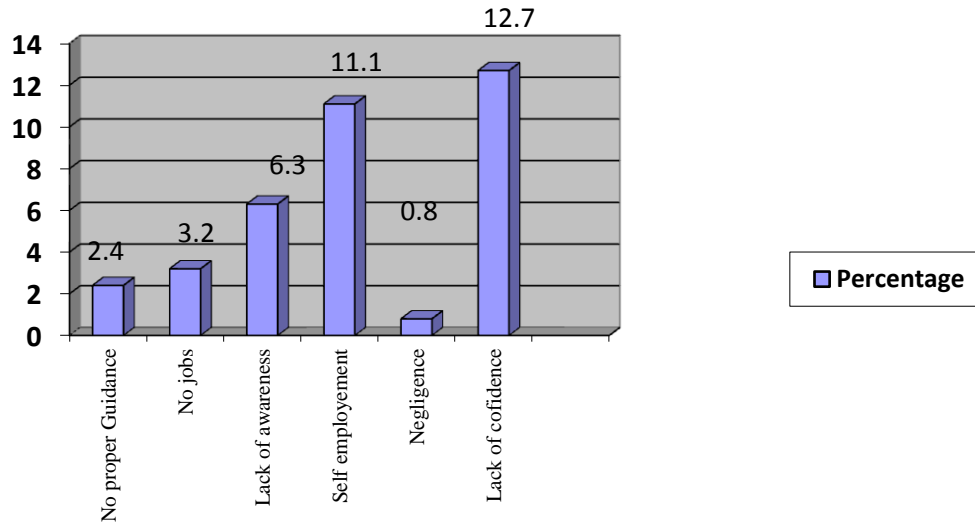


Figure 40: Reasons for Ignoring the Talents of Youth

2.3.22 Youth are the Most Promising Resource for Meeting the Needs of the Society through Self-employment

Majority of the participants that is 57.1% strongly agreed that youth are the most promising resource for meeting the needs of the society through self-employment. 36.5% of the participants also agreed with this view. 0.8% of the participants were undecided about this view. None of the participants disagreed with this view. Hence, overall 93.6% of the participants believed that youth are the most capable resource for meeting the needs of the society through self-employment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	72	57.1	60.5	60.5
	Agree	46	36.5	38.7	99.2
	Undecided	1	.8	.8	100.0
	Total	119	94.4	100.0	
Missing	System	7	5.6		
Total		126	100.0		

Table 41: Youth are the Most Promising Resource for Meeting the Needs of the Society through Self-employment

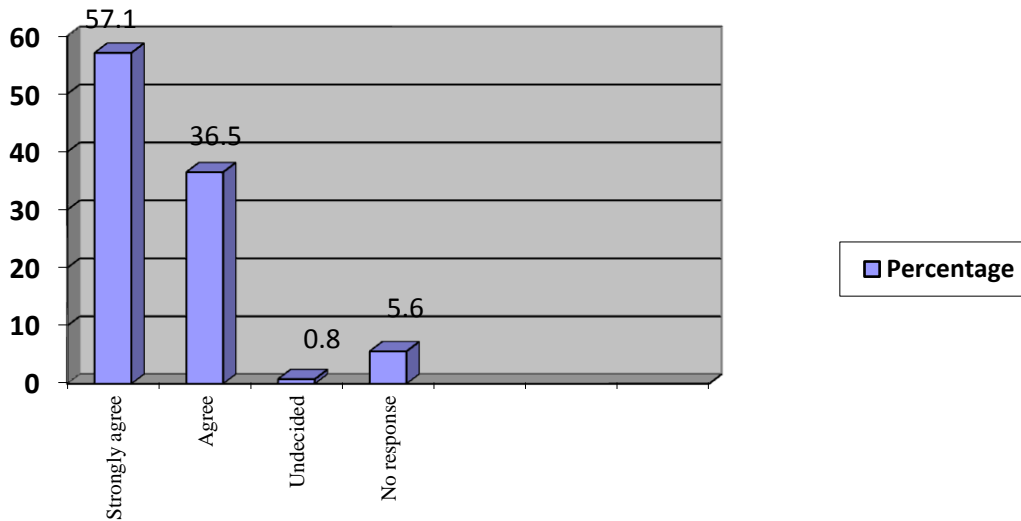


Figure 41: Youth are the Most Promising Resource for Meeting the Needs of the Society through Self-employment

2.3.23 Problems and Challenges Faced by the Youth in becoming Self-employed and Productive Members of the Society

The major problems faced by the youth in becoming self-employed and productive members of the society include lack of business training (70.6%), lack of financial assistance (70.6%), lack of supportive atmosphere (42.9%), socio-cultural hindrances (19%), lack of quality education (21.4%), lack of skills (24.6%), non-cooperative behavior of families/communities (20.6%), lack of organized opportunities (31%) and poor awareness of youth (35.7%).

	Frequency	Percent
Valid Lack of business training	89	70.6
Lack of financial assistance	89	70.6
Lack of supportive atmosphere	54	42.9
Socio-cultural hindrances	24	19
Lack of quality education	27	21.4
Lack of skills	31	24.6
Non-cooperative behavior of family/community	26	20.6
Lack of Organized Opportunities	39	31
Poor Awareness of Youth	45	35.7

Table 42: Problems and Challenges Faced by the Youth in becoming Self-employed and Productive Members of the Society

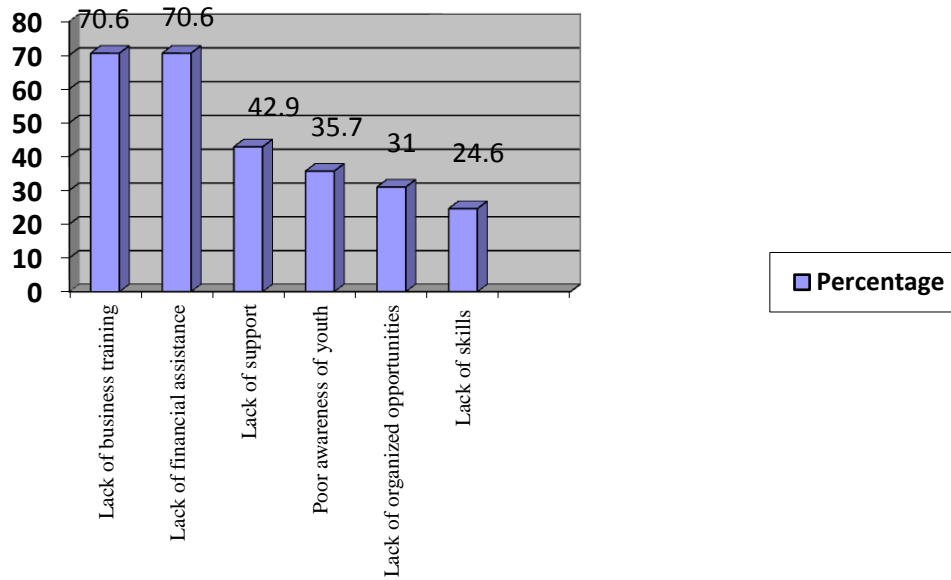


Figure 42: Problems and Challenges Faced by the Youth in becoming Self-employed and Productive Members of the Society

2.3.24 Participants' Interest in the Incorporating New Subjects in the Curriculum of their Institutions

21.4% of the participants are interested in starting Youth Social Entrepreneurship curriculum in their institutions. 15.1% of the participants told that they want to provide opportunities of practical skills development. Rest of the participants told that they want to add interpersonal skills (4.8%) project related trade (7.9%), information about new business (2.4%), self-employment (16.7%), moral development (10.3%) and finance management (0.8%) to the curriculum of their institutions. These facts strongly point towards the need for starting Youth Social Entrepreneurship course in the technical institutions as through the Youth Entrepreneurship course the students will gain practical skills and learn interpersonal skills, life skills, planning skills, management skills, research skills, communication development skills and

will gain motivation for their personal and community development. 20.6% of the participants did not respond.

	Frequency	Percent
Valid Youth Social Entrepreneurship	27	21.4
Skills based curriculum	19	15.1
Interpersonal skills	6	4.8
Project related to trade	10	7.9
Information about new business	3	2.4
Self-employment	21	16.7
Moral Development	13	10.3
Finance management	1	0.8
No response	26	20.6
Total	126	100.0

Table 43: Participants' Interest in the Addition of any Subject in the Curriculum of their Institutions

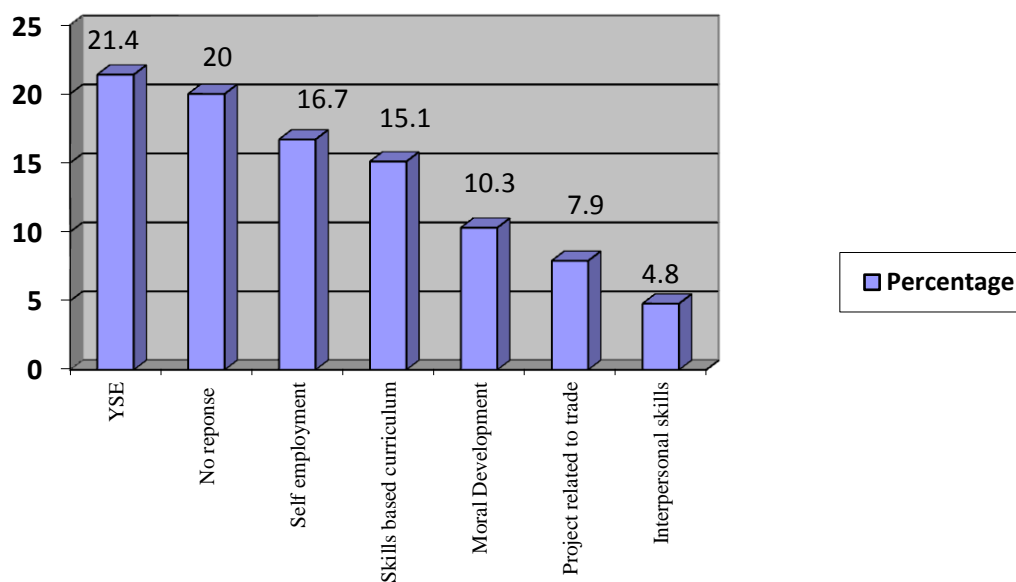


Figure 43: Participants’ Interest in the Addition of any Subject in the Curriculum of their Institutions

2.3.25 Need of the Activities that should be started in the Training Institutions for the Promotion of Self-employment

The participants expressed multiple views for starting activities for the promotion of self-employment in their institutions. Majority of the participants, that is; 53.2% believed that projects/programs should be started in their technical institutions for the promotion of self-employment. 45.2% stated that workshops/campaigns should be held for this purpose. 21.4% also believed that seminars/conferences should be held and 27% believed that competitions on Social Entrepreneurship should be conducted.

	Frequency	Percent
Valid Seminars/conferences	27	21.4
Workshops/campaigns	57	45.2
Projects/Programs	67	53.2
Competitions on Social Entrepreneurship	34	27

Table 44: Need of the Activities which should be started in the Training Institutions for the Promotion of Self-employment

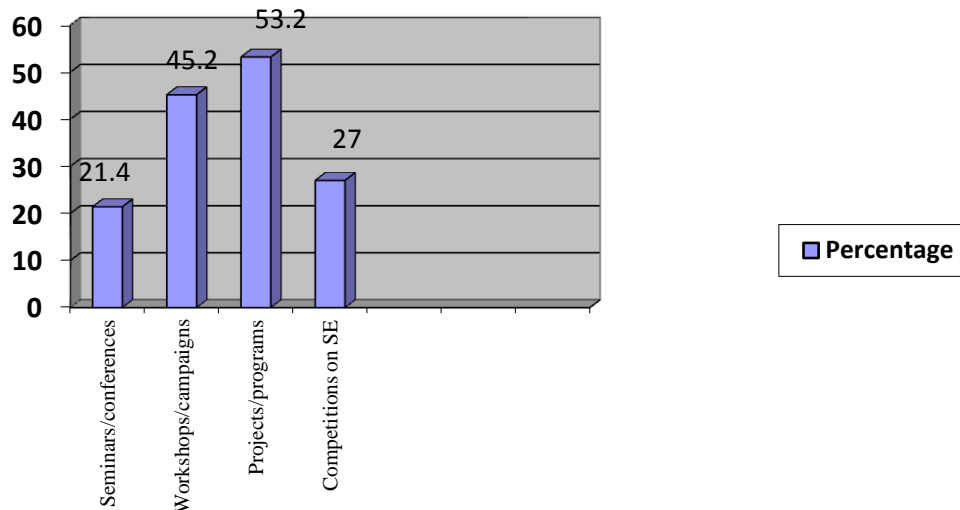


Figure 44: Need of the Activities which should be started in the Training Institutions for the Promotion of Self-employment

2.3.26 Opinions of the Participants about Considering Self-employment as Part of the Education

The participants gave various opinions about considering self-employment as part of the education such as, it is a method for facilitating poverty alleviation (37.3%), self-employment should be considered as an integral part of education (16.7%); it is a mean for preparing students for occupational fields and for effective participation in the world of work (23%), an aspect of lifelong learning and a preparation for responsible citizenship (12.7%) and an instrument for promoting environmentally sound sustainable development (10.3%). Hence, majority of the participants believed that self-employment is the best method for poverty alleviation.

	Frequency	Percent
Valid An integral part of general education	21	16.7
A mean of preparing for occupational fields and for effective participation in the world of work	29	23

An aspect of lifelong learning and a preparation for responsible citizenship	16	12.7
An instrument for promoting environmentally sound sustainable development	13	10.3
A method of facilitating poverty alleviation	47	37.3
Total	126	100

Table 45: Opinion of the Participants about Considering Self-employment as Part of the Education

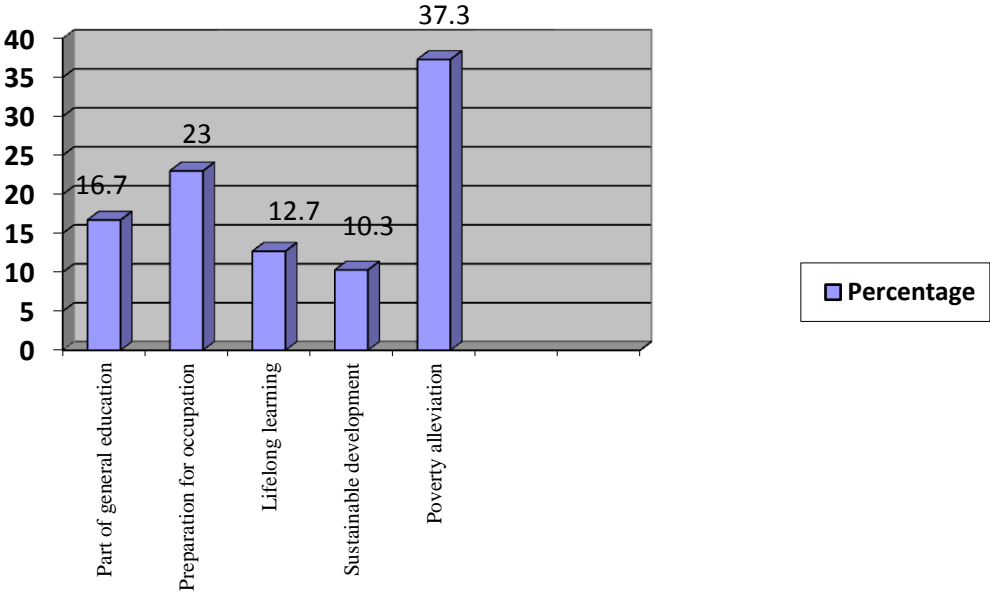


Figure 45: Opinion of the Participants about Considering Self-employment as Part of the Education

2.3.27 Knowledge of the Participants about Ways for Engaging Youth Systematically in Community Service Work

42.9% of the participants believed that they know how to engage youth in community service work, while 40.5% of the participants did not know. 16.7% of the participants did not respond.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	54	42.9	51.4	51.4
	No	51	40.5	48.6	100.0
	Total	105	83.3	100.0	
Missing	System	21	16.7		
Total		126	100.0		

Table 46: Knowledge of the Participants about Engaging Youth Systematically in Community Service Work

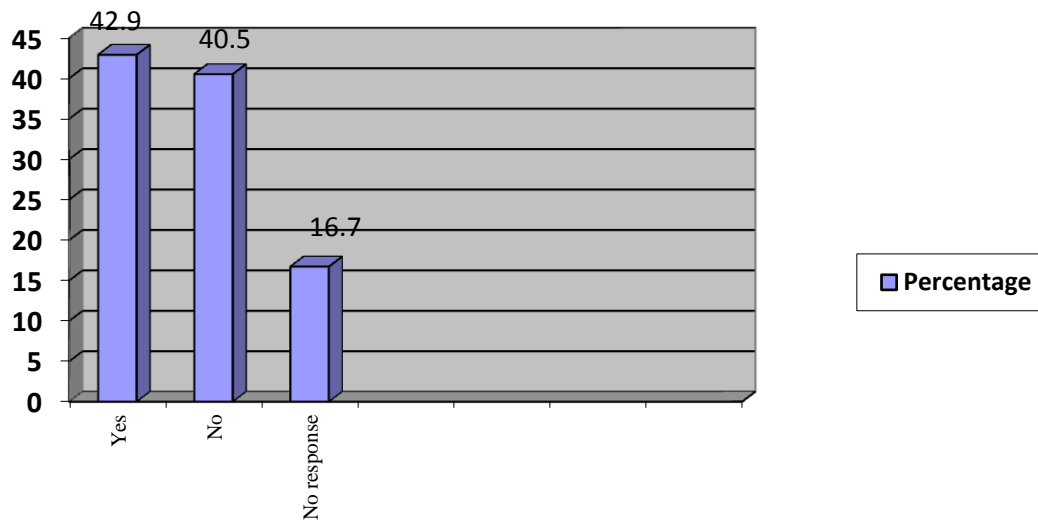


Figure 46: Knowledge of the Participants about Engaging Youth Systematically in Community Service Work

Out of 42.9% of the participants who believed that they know how to engage youth in community service work, 12.7% believed that youth can be engaged through seminars and workshops and 8% believed that youth can be engaged through Youth Social Entrepreneurship.

Others believed that youth can be engaged through involvement of youth in problem solving (7.1%), related skills (7.1%), business (3.2%), organizing team efforts (4%) and financial assistance (0.8%). Ways such as involving youth in problem solving, organizing team efforts and utilizing skills of youth also show the need of starting Youth Social Entrepreneurship in these institutions.

	Frequency	Percent
Valid Seminars and workshop	16	12.7
Youth Social Entrepreneurship	10	8
Related skills	9	7.1
Business	4	3.2
Involvement of youth in problem solving	9	7.1
Financial assistance	1	0.8
Organizing team efforts	5	4
Total (who replied in positive)	54	42.9%

Table 47: Ways for Engaging Youth Systematically in Community Service Work

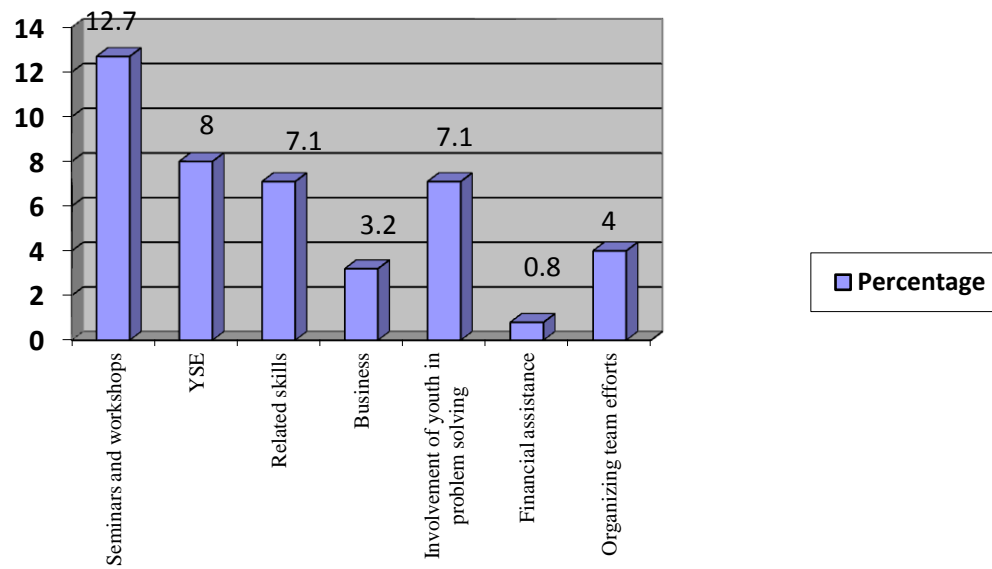


Figure 47: Ways for Engaging Youth Systematically in Community Service Work

2.3.28 Self-esteem of the Students

10.3% of the participants believed that the self-esteem of the students is very high, 48.4% thought that it high and 32.5% believed that it is average. Only 0.8% of the participants believed that the self-esteem of the students is very low. Hence, majority of the participants believed that the self-esteem of the students is high. 7.9% of the participants did not respond. This shows that the students of the technical institutions are capable of commencing Youth Social Entrepreneurship projects.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High	13	10.3	11.2	11.2
	High	61	48.4	52.6	63.8
	Average	41	32.5	35.3	99.1

Very Low	1	.8	.9	100.0
Total	116	92.1	100.0	
Missing System	10	7.9		
Total	126	100.0		

Table 48: Self-esteem of the Students

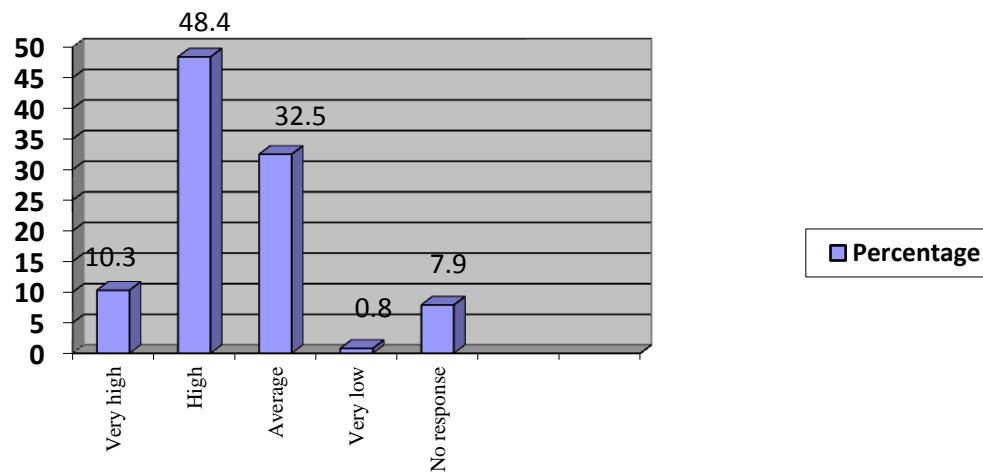


Figure 48: Self-esteem of the Students

2.3.29 Self Confidence of the Students

7.9% of the participants believed that the confidence of the students is very high, 42.1% thought that it is high and 41.3% believed that it is average. Only 0.8% of the participants believed that the self confidence of the students is very low. 7.9% of the participants did not respond. The facts show that the students of the technical institutions are confidence enough to start Social Entrepreneurship programs in their institutions.

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Very High	10	7.9	8.6	8.6
	High	53	42.1	45.7	54.3
	Average	52	41.3	44.8	99.1
	Very Low	1	.8	.9	100.0
	Total	116	92.1	100.0	
Missing	System	10	7.9		
Total		126	100.0		

Table 49: Self Confidence of the Students

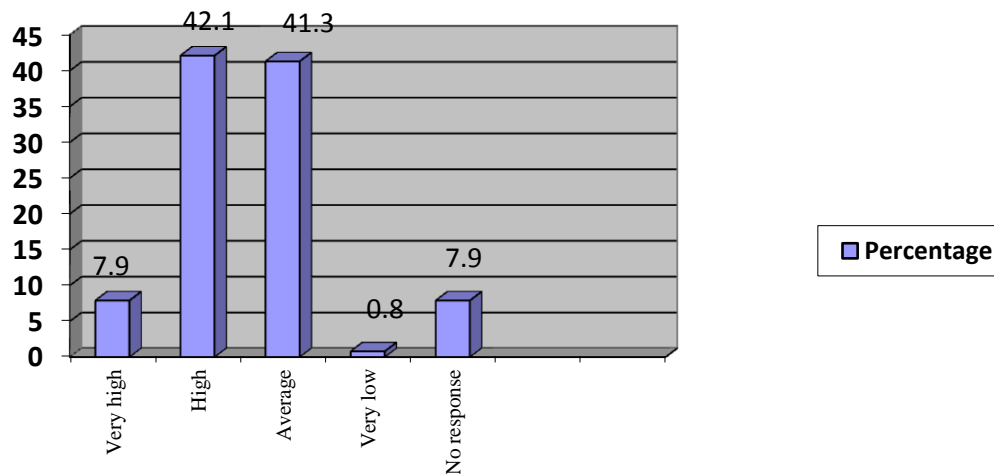


Figure 49: Self Confidence of the Students

2.3.30 Views of the Participants about Youth of Pakistan

When the participants were asked to briefly describe youth of Pakistan they gave different comments. 32.5% believed that the youth of Pakistan are talented, 24.6% thought that they possessed potential and 6.4% believed that they are a national asset. Other responses include future prosperity (2.4%), hardworking (3.2%), motivated (3.9%) and emotional (1.6%). Only 2.4% believed that the youth of Pakistan is depressed. 5.6% believed that they are a force

without direction, 5.6% believed that they are passive to grow and 3.9% believed that they are unpredictable. 7.9% of the participants did not respond. Hence, majority of the participants gave positive response related to youth and believed that the youth of Pakistan possesses talent, potential and ability to bring positive change in their communities.

	Frequency	Percent
Valid Talented	41	32.5
Passive to grow	7	5.6
Future prosperity	3	2.4
National asset	8	6.4
Depressed	3	2.4
Unpredictable	5	3.9
Hardworking	4	3.2
Potential	31	24.6
Force without direction	7	5.6
Motivated	5	3.9
Emotional	2	1.6
No response	10	7.9
Total	126	100.0

Table 50: Views of Participants about the Youth of Pakistan

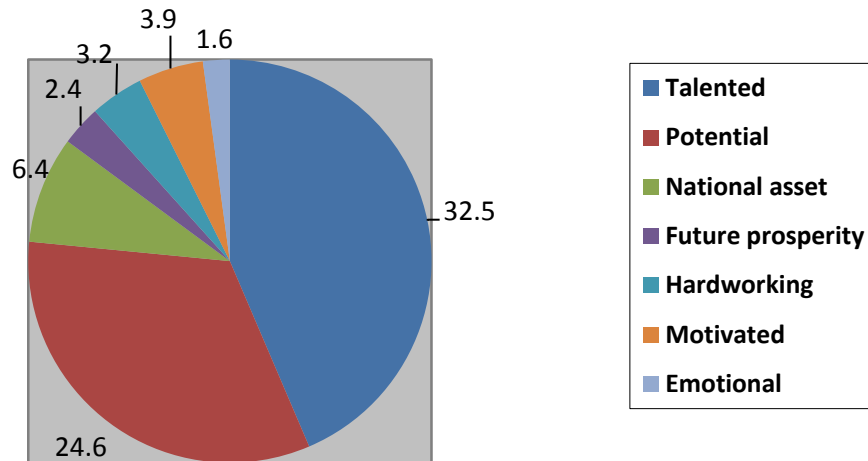


Figure 50: Views of Participants about the Youth of Pakistan

2.3.31 Interest in Starting Training for Youth Engagement Course in Technical Institutions

89.7% of the participants were interested in starting training for Youth Engagement Course in their technical institutions, while only 0.8% of the participants were not interested. 9.5% of the participants did not respond. Hence, a large majority of the participants were interested in starting Youth Engagement Course in their technical institutions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	113	89.7	99.1	99.1
	No	1	.8	.9	100.0
	Total	114	90.5	100.0	
Missing	System	12	9.5		
Total		126	100.0		

Table 51: Interest in Starting Training for Youth Engagement Course in Technical Institutions

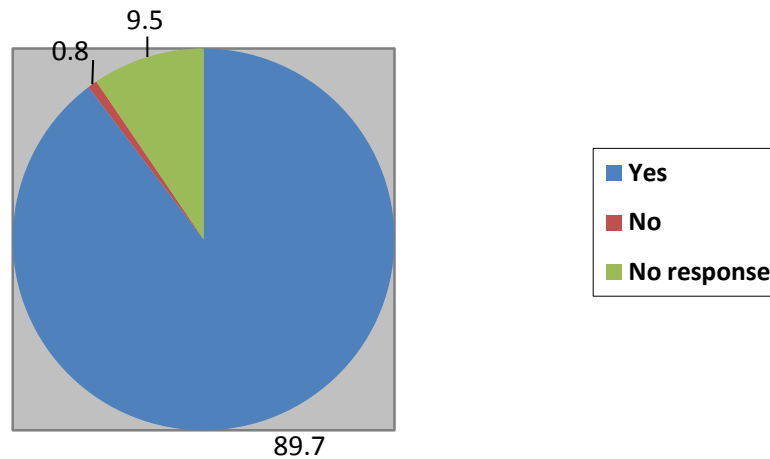


Figure 51: Interest in Starting Training for Youth Engagement Course in Technical Institutions

2.3.32 Recommendations of the Participants for the Recognition of Self-employment of Youth in the Context of Growing Unemployment in Pakistan

The participants provided multiple recommendations for the recognition of self-employment of youth in the context of growing unemployment in Pakistan. The major suggestions put forward were providing guidelines or trainings (39.7%), self-employment (33.3%) and providing finance (28.6%). Other suggestions included development through Vocational Training Institutes (11.1%), quality education (9.5%), need based trade (8.7%), improving confidence (7.9%), creating industries (7.9%), sharing experiences (4%), following teachers (3.2%), providing job opportunities (2.4%) and enterprise development (1.6%). The major suggestions that is, providing guidelines or training, self-employment and providing finance indicate the need for starting Youth Social Entrepreneurship courses in these institutions, so that the youth can become well trained to use their skills for the betterment of their society and for themselves.

	Frequency	Percent
Valid Providing Guideline or training	50	39.7

Sharing experiences	5	4
Need based trade	11	8.7
Providing finance	36	28.6
Self employment	42	33.3
Quality education	12	9.5
Job opportunities	3	2.4
Follow teachers	4	3.2
Enterprise development	2	1.6
Development through Vocational Training Institutes	14	11.1
Improving confidence	10	7.9
Creating Industries	10	7.9

Table 52: Recommendations of the Participants for the Recognition of Self-employment of Youth in the Context of Growing Unemployment in Pakistan

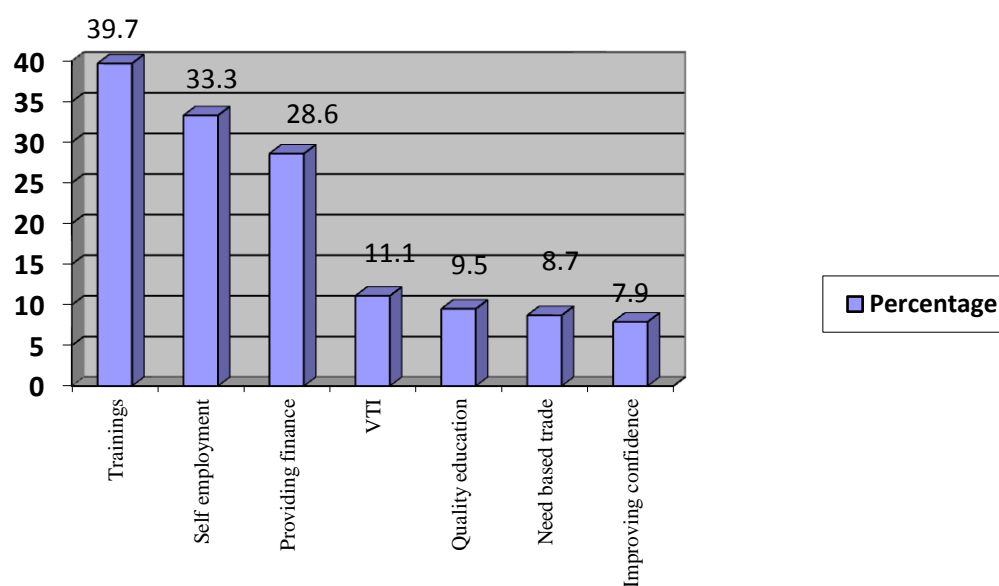


Figure 52: Major Recommendations of the Participants for the Recognition of Self-employment of Youth in the Context of Growing Unemployment in Pakistan

3. Overall Findings from the Survey of the Technical Institutions

The overall findings obtained from the views of the principals/lead instructors of 126 technical colleges of Punjab Vocational Training Council (PVTTC) are as follows:

46.8% of the participants are working in the educational institutions from 4 to 6 years. The major diploma courses offered by the technical institutions include Computer Applications, Dress Making, R and M of Electrical Appliances, Motor Mechanics and Embroidery. The participants believe that the top achievement of their institutions is starting new courses, high placement ratio and infrastructure facilities. The top challenge faced by the students after completing their courses/diploma is financial problem, job problem and fewer opportunities in remote areas. The participants expressed various reasons for joining the technical institutions. The major reasons include aptitude of skills learning, self employment, good future prospects and unable to afford expenses of Higher Education. Majority of the pass out students of the technical institutions are well prepared for starting their jobs and for day to day living. Half of the participants believed that the students of their institutions are well prepared for self-employment. Majority of the participants, that is; 67.5% had never attended any workshop on Youth Social Entrepreneurship, while 31% had attended the workshops organized by Youth Engagement Services (YES) Network Pakistan and British Council. Majority of the participants, that is; 83.3% were not acquainted with the term of Youth Social Entrepreneurship, while only 13.5% were aware of it. This shows that the participants had very little knowledge about the concept of Youth Social Entrepreneurship. 86.5% of the participants had no knowledge about the difference between Business Entrepreneurship and Social Entrepreneurship.

40.5% of the participants were aware of the institutions working in the field of Social Entrepreneurship, while 54% were unaware of it. Out of 40.5% who were aware of it, 31% of them mentioned Youth Engagement Services (YES) Network Pakistan and British Council. The major problems faced by the students after completing their diplomas are financial problems, searching for jobs, lack of awareness, fewer industries, family problems and fewer opportunities. Majority of the participants, that is; 80.2% believed that the students of their institutions are not provided Social Enterprise Development Education, while only 4% of them thought that it is being provided. Majority of the participants (77%) believed that it is challenging for the students to start their own Social Enterprises. A large majority of the participants (that is; 70.6%) stated that the students are reluctant to start their own social enterprises (or become self-employed) due to lack of money, fear of failure, other interests, too much work and due to the government obstacles. Majority of the participants (65.1%) believed that the best resource for the young people to learn how to start a social enterprise is through non-profit organizations. Other sources include internet, government sources, classrooms, friends or family members and books or magazines.

61.9% of the participants stated that the technical institutions are teaching courses to prepare students to become self-employed. 32.5% of the participants replied in negative. The courses mentioned by the participants are life skills and vocational training. 70.6% of the participants believed that the possible ingredients for running a social enterprise with success are hard work and determination. Others believed in connections, good products or services, capital, good employees, good location for the business and customers. The participants mentioned numerous

segments which are missing in the curriculum to prepare youth to become self employed. These include Youth Social Entrepreneurship, practical knowledge, Business management, emerging trends of marketing, social awareness and life skills. A few also stated that the youth lack motivation to become self-employed. The views of the participants reflect the need for integrating the subject of Youth Social Entrepreneurship in the curriculum of the technical institutions. Through the induction of Youth Social Entrepreneurship course, the students will learn interpersonal skills, life skills, planning skills, management skills, research skills, communication development skills and will gain motivation for their personal and community development.

83.3% of the participants are interested in starting courses for the students to develop skills in them which are required for running their own social enterprises. Majority of the participants, that is; 82.5% had no awareness about the concept of Service Learning, while just 8% had very less knowledge about it. Majority of the participants are interested in involving students in the community service work during their studies. 54% of the participants believed that the society is acknowledging the potentials, talents and abilities of the young people, while 36.5% of the participants did not agree with it. They thought that the ways through which the society is acknowledging the potentials, abilities and talents of youth include appreciation, offering jobs, verbal feedback and by assigning responsibilities to them. The results show that the society is not benefitting from the real potential of the young people by utilizing their talents and abilities for solving the problems of the society or for benefitting the society. 36.5% of the participants who believed that the society is ignoring the talents of young people gave various reasons for it. These are due to lack of awareness, negligence, lack of confidence, self employment techniques and lack of jobs. Overall 93.6% of the participants believed that youth are the most capable

resource for meeting the needs of the society through self-employment. The major problems faced by the youth in becoming self-employed and productive members of the society include lack of business training, lack of financial assistance, lack of supportive atmosphere, socio-cultural hindrances, lack of quality education, lack of skills, non-cooperative behavior of families/communities, lack of organized opportunities and poor awareness of youth. 21.4% of the participants are interested in starting Youth Social Entrepreneurship curriculum in their institutions. Rest of the participants told that they want to add skills based curriculum, interpersonal skills, project related trade, information about new business, self-employment, moral development and finance management to the curriculum of their institutions. These facts point towards the need for starting Youth Social Entrepreneurship course in the technical institutions as through the Youth Entrepreneurship course, the students will learn interpersonal skills, life skills, planning skills, management skills, research skills, communication development skills and will gain motivation for their personal and community development.

Majority of the participants believed that self-employment is the best method for poverty alleviation. 42.9% of the participants believed that they know how to engage youth in community service work, while 40.5% of the participants did not know. They thought that the youth can be engaged through seminars and workshops. 8% believed that youth can be engaged through Youth Social Entrepreneurship. Others believed that youth can be engaged through the involvement of youth in problem solving, related skills, business, organizing team efforts and financial assistance. Ways such as involving youth in problem solving, organizing team efforts and utilizing skills of youth also show the need of starting Youth Social Entrepreneurship in these institutions.

Majority of the participants believed that the self-esteem and self confidence of the students is high. This shows that the students of the technical institutions are capable of commencing Youth Social Entrepreneurship projects. The participants believed that the youth of Pakistan are talented, they possessed potential and they are a national asset. Other responses include future prosperity, hardworking, motivated and emotional. A few of the participants believed that the youth of Pakistan is depressed and they are a force without direction. Some of them also believed that they are passive to grow and are unpredictable. Overall, majority of the participants (73%) gave positive response related to youth and believed that the youth of Pakistan possesses talent, potential and ability to bring positive change in their communities.

The baseline survey has shown that Youth Social Entrepreneurship and Service Learning are effective strategies for youth development and community development by addressing youth problems such as education, health, skill development, etc. and helping youth to become self-reliant and contributing members of the society. Almost all the participants believed that youth development occurs in the absence of youth problems. According to them, youth development should focus on addressing the deficiencies/disturbances in the lives of young people. In other words, youth development must focus on providing education/skills to youth, fixing youth who are engaged in risky behaviors and stopping youth from using drugs. All the participants believed that youth problems are the principal barriers to youth development. What is needed is a massive shift in the mindset of these stakeholders - from thinking that youth problems are the 'principal barrier to youth development' to 'thinking that youth social entrepreneurship and service learning (youth-led development) as the most promising strategy for the prevention of

youth problems and community development'. Youth Social Entrepreneurship and Service Learning are positive approaches towards youth development.

The energies of the youth can be utilized in a positive way to achieve economic growth and progress. If youth are engaged in community development process, they can bring great positive changes in their communities. Youth have the great potential to become active members of the nation building process and they should be involved in all fields of life to contribute to the national development process. There is a need that youth should be provided equal opportunities of education, skills, training, career opportunities and resources to become capable enough to play their role in the society. Major obstacles in the path of youth development should be tackled to allow youth to grow and prosper. Youth needs quality education, skills and training, awareness and opportunities, resources/funding and proper guidance to become fully prepared and fully engaged to face challenges of life and of modern era.

Technical institutions are highly interested in the development of youth through Youth Social Entrepreneurship and Service Learning programs. It is a need of the hour that communities must also realize that they cannot bring positive change in their communities unless youth actively participate in the community development activities. There is a strong linkage between youth development and community development. Youth Social Entrepreneurship is a strategy which addresses both youth problems and community development simultaneously. The society is unaware of how the youth can be actively involved in community development process. In other words, the key actors of the society are not equipped to design and implement Youth Social Entrepreneurship programs. Technical institutions in Pakistan have a nation-wide network. There

are over 1900 technical institutions operating in Pakistan to provide technical education to young people in a wide variety of areas. If these institutions are trained and engaged in integrating the concepts of Youth Social Entrepreneurship and Service Learning in their curriculum, it will have a very positive impact both on students and the communities they will serve. It will help young people to utilize the knowledge and skills acquired from these institutions for their personal and community development.

There is a greater need of Youth Social Entrepreneurship in rural areas, as youth have fewer opportunities to develop in these areas. They have fewer opportunities for education and for obtaining resources in rural areas. However, the need of expanding Youth Social Entrepreneurship in urban areas cannot be neglected. Majority of the youth of Pakistan have the ability and desire to participate in youth service activities but they do not find the opportunity to do so. Youth participation in community development can be increased through Youth Social Entrepreneurship program, Service Learning program, quality education, proper governmental policies, adequate community participation, proper role of media and positive and healthy thinking.

4. Conclusion

Based upon the findings of the research, it is evident that the concepts of Youth Social Entrepreneurship and Service Learning are very new in Pakistan. The general definition of Youth Social Entrepreneurship is associated with the avoidance of problems or preparation. The major stakeholders in the country who are directly working with youth are not aware of the approaches of youth engagement such as Youth Social Entrepreneurship and Service Learning. Their

definition of an ideal youth or youth engagement is limited to academic performance or skill development only. Youth can prove to be an important potential force for contribution, change and renovation. Youth Social Entrepreneurship and Service Learning are the best ways for involving youth in community development activities.

It is the need of the hour to adopt innovative approaches for youth development where they are not conceived or treated as passive beneficiaries but active citizens in rebuilding the society. The Youth Social Entrepreneurship and Service Learning programs are pressing needs of the country because of the unprecedented increase in youth population and because of the magnitude of problems being faced by Pakistan. Youth Social Entrepreneurship program has the potential to contribute at both ends; development of youth and development of communities simultaneously. Pakistan is passing through a very critical period of its history, where it is surrounded by several challenges. Young people present us the best untapped resource to bring change in the society by meeting huge unmet service needs of our society. Youth Social Entrepreneurship and Service Learning are the most cost-effective approaches to meet the challenges of today and tomorrow. It is high time to recognize youth as equal partners in development.

Youth Social Entrepreneurship is an idea whose time is overdue in Pakistan. We need to encourage Youth Social Entrepreneurship and Service Learning programs at all levels of the society to benefit from the countless energies, talents and creative abilities of millions of youth. There is a need to involve private sector and business firms to support youth programs financially. Businesses may find that such contributions appear to put them on high moral plane by claiming “Corporate Social Responsibility”. Youth Social Entrepreneurship and Service Learning should be developed as a profession and as an academic discipline. Youth Social

Entrepreneurship and Service Learning programs should be introduced in educational institutes to build the character of students and to help them to acquire practical skills for future.

The survey has revealed that technical institutions are willing to involve youth in the community development activities but they are not finding enough opportunities and resources to do so. Almost all the participants of the technical institutions indicated that they are interested in starting Youth Social Entrepreneurship and Service Learning programs in their institutions. There is a greater need of youth service in rural areas, as youth have very less opportunities to develop in these areas. They have fewer opportunities for education and for obtaining resources in rural areas. However, the need of expanding youth service in urban areas cannot be neglected as the energies of the youth of urban areas are also not utilized to achieve positive community developmental goals.

Female youth possess half of the population of Pakistan and are huge untapped human resources who are usually restricted to participate in the community development process. They possess the same abilities as male do. If their energies are utilized in a positive way they can bring great social change in their communities. Youth possesses hidden talents which should be utilized for community development activities. They need platform for the grooming of their personalities and for exploring their hidden potentials. If youth spends their free time in positive community development activities they can bring great positive changes in their communities. Even with their little contribution they bring great changes in the society. The research has shown that if youth utilize their knowledge through its practical implementation they can serve their communities in the best possible way. Youth Social Entrepreneurship and Service Learning

programs inculcates life skills, academic learning, communication skills, leadership skills, management skills, planning skills, research skills, self confidence and self esteem in students and helps them in their self development and self grooming. It develops a sense of caring attitude and a sense of responsibility in students and improves their relationship with other fellow beings. Youth should be considered as solution to the problem and not as a problem. The country needs the active contributions of disadvantaged youth to address challenges in areas such as education, employment, skills building, health, emergency responses, drug use, crime, care for the elderly and disabled. Once young people are provided structured and organized opportunities to start-up their own community-based social change programs they have the capacity to transform themselves from ‘citizens in waiting to citizens in action’, from ‘apathetic to involved’, from ‘sheltered to the shapers of the society’, from ‘dependents to providers’, from ‘at risk to at strength’ and from ‘victims to leaders’. Hence, Youth participation in community development can be increased through Youth Social Entrepreneurship and Service Learning programs, quality education, proper governmental policy, adequate community participation, proper role of media and positive and healthy thinking.

In short, it can be concluded that it is the need of the hour to bring a massive conceptual shift in the mindset of key stakeholders in Pakistan - from thinking youth problems as the principal barrier to youth development to thinking that youth service (youth-led development) as the most promising strategy for the prevention of youth problems and community development.

5. Recommendations

Based upon the findings of the survey following recommendations have been suggested:

1. There is a dire need to sensitize and educate principals and teachers of the Vocational Training Institutes (VTI) about the concepts of Youth Social Entrepreneurship and

Service Learning. The current level of knowledge about these concepts is very low. There is a dire need to raise awareness and build a knowledge base.

2. The findings have revealed that there is a huge vacuum existing in the area of Youth Social Entrepreneurship and Service Learning programs in the Vocational Training Institutes (VTIs) of Punjab Vocational Training Council (PVTC).
3. There is need to build the culture of Social Entrepreneurship in Vocational Training Institutes by starting innovative Social Entrepreneurship projects.
4. Youth Social Entrepreneurship and Service Learning programs should be treated as proactive strategies to promote youth development and community development. Youth development programs should assist young people to serve rather than to be served.
5. Youth Social Entrepreneurship and Service Learning can be used as strategies to reform or redefine the role of teachers in the development of students from ‘controlling’ to ‘unlocking potential of the students’.
6. Youth Social Entrepreneurship and Service Learning can be used as strategies for addressing youth unemployment by enabling young people to learn and acquire practical knowledge and skills as well as experience.
7. Youth Social Entrepreneurship and Service Learning can be used as effective strategies to head-out crime and violence from the society by taking young people out from corrupting environments or vulnerable conditions and putting them in service force.
8. Youth Social Entrepreneurship and Service Learning should be recognized as powerful development tools to offer young people an opportunity to engage in their community building activities and to harness their unrealized potential and add meaning to their lives.

9. It is critical to support incubators and seed funds targeting youth-led Social Enterprise start-ups for the promotion of Youth Social Entrepreneurship in the technical institutions of Pakistan.
10. Efforts should be made to establish Youth Social Entrepreneurship and Service Learning Programs as top priorities in all the technical institutions of Pakistan. All technical institutions should be encouraged to challenge their students to serve others as a part of their studies.

6. Appendices

Baseline Survey for Measuring the Current Level of Knowledge of the Principals/Lead Instructors/Senior Teachers of PVTC About Youth Social Entrepreneurship and Service Learning

Section - 1

Personal Information

1. Name: _____

2. Name of Institution: _____

3. Address: _____

4. Phone: Office _____

Mobile _____

5. E-Mail _____

Section – 11

Personal and Socio-economic Profile of the Respondent

Codes	Questions	Code of Response
1	What is your age? Age _____	
2	Gender: 1. Male [] 2. Female []	
3	Marital Status 1. Married [] 2. Unmarried [] 3. Widow/widower [] 4. Divorced []	
4	Qualifications 1. _____ 2. _____ 3. _____	
5	Designation 1. Principal [] 2. Instructor/ teacher [] 3. Trainee/ student [] 4. Other[]	

6	<p>Family background</p> <p>1. Urban []</p> <p>2. Rural []</p>	
7	<p>Total approximate monthly household income from all sources</p> <p>1. Rs. 10,001 to Rs. 20,000 []</p> <p>2. Rs. 20,001 to Rs. 30,000 []</p> <p>3. Rs. 30,001 to Rs. 40,000 []</p> <p>4. More than Rs. 40,000[]</p>	

Section – 111

Information about the Institution

Code	Question	Code of Response
8	How long have you been in this institution? _____	
9	How do you rate this institution in terms of quality of services being provided to the students? 1. Excellent [] 2. Very Good [] 3. Good [] 4. Below Average []	
9.1	What are the top three achievements of your institution during the recent years? 1. 2. 3	
9.2	In your opinion, what are the top three challenges faced by your students during and after completing their education? 1. 2. 3.	

<p>9.3</p>	<p>In your opinion, why young people join this institution?</p> <ol style="list-style-type: none"> 1. Aptitude of skills learning [] 2. For diploma purpose [] 3. Pressure of family [] 4. Market demand is high [] 5. Good future prospects [] 6. Want to earn early [] 7. Failure in academics [] 8. Unable to afford expenses of higher education [] 9. To become self-employed [] 10. Any other (please specify) _____ 	
<p>9.4</p>	<p>What are the major diplomas/courses offered by your institution to the students?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 	

Section – IV

Information about Employment, Self-Employment, Social Entrepreneurship and Youth Engagement

10	<p>What do you say about the preparedness of pass-out students for work?</p> <p>1. Job</p> <p>a) Well prepared [] b) Fairly Prepared [] c) Unprepared []</p> <p>2. Self-employment</p> <p>a) Well prepared [] b) Fairly Prepared [] c) Unprepared []</p> <p>3. Day to day living</p> <p>a) Well prepared [] b) Fairly Prepared [] c) Unprepared []</p>	
11	<p>Have you ever attended any workshop/session on Youth Social Entrepreneurship?</p> <p>1. Yes</p> <p>2. No</p>	
11.1	<p>If yes, when _____</p> <p>and who organized the session _____</p>	
12	<p>Are you acquainted with the term of Youth Social Entrepreneurship?</p> <p>1. Yes</p> <p>2. No</p>	
12.1	<p>If yes, please define the term Youth Social Entrepreneurship?</p>	

13	<p>Do you know the difference between Business Entrepreneurship and Social Entrepreneurship?</p> <ol style="list-style-type: none"> 1. Yes 2. No 	
13.1	<p>If yes, please explain the difference?</p>	
14.	<p>Are you aware of any person who has knowledge and skills in the field of Youth Social Entrepreneurship?</p> <ol style="list-style-type: none"> 1. Yes 2. No 	
14.1	<p>If yes, please mention his/her name and location?</p>	
15	<p>Are you aware of any institution (s) which is working in the field of Social Entrepreneurship?</p> <ol style="list-style-type: none"> 1. Yes 2. No 	
15.1	<p>If yes, please mention the name (s) of the institution and where they are based?</p>	

15.2	<p>How do you come to know about the said institution (s)?</p> <ol style="list-style-type: none"> 1. Word of mouth 2. Internet 3. Friend 4. Organization 5. Other 	
16	<p>Please point out the major problems faced by the students after completing their education?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 	
17	<p>Are you providing Social Enterprise Development education to young people?</p> <ol style="list-style-type: none"> 1. Yes 2. No 	
17.1	<p>If yes, what type of Social Enterprise Development education are you providing to young people?</p>	
18	<p>In your opinion what kind of support should be provided by your institution to the students for their preparation for self-employment?</p> <ol style="list-style-type: none"> 1. Business or Social Enterprise Development Training [] 2. Financial assistance to set-up business or social enterprise [] 3. Mentoring [] 	

	<p>4. Facilitation in practical exposure and internship []</p> <p>5. Placement of students []</p> <p>6. Provision of proper infrastructure/ physical facilities []</p> <p>7. Provision of practical labs []</p> <p>8. Any other (please specify) _____</p>	
19	<p>How easy do you think it is for students to become their own boss (start their own Social Enterprises)?</p> <p>1. Very easy []</p> <p>2. Easy []</p> <p>3. Challenging []</p> <p>4. Almost Impossible []</p>	
20	<p>What do you think is the most likely explanation for people who do NOT want to start a Social Enterprise or to become self-employed?</p> <p>1. Other interests []</p> <p>2. Not enough money to get a business started []</p> <p>3. Too much work []</p> <p>4. Fear of failure []</p> <p>5. Government obstacles []</p> <p>6. Other, please specify: _____</p>	
21	<p>Why do you think young people start their own Social Enterprises?</p> <p>1. Independence []</p> <p>2. Have an idea and want to see it in action []</p>	

	<p>3. To make money []</p> <p>4. Laid off from a company/unemployed []</p> <p>5. Other, please specify: _____</p>	
<p>22</p>	<p>What do you believe is the best resource to learn how to start a Social Enterprise?</p> <p>1. Government sources []</p> <p>2. Non-profit organizations []</p> <p>3. Internet []</p> <p>4. Friends or family members []</p> <p>5. Books or magazines []</p> <p>6. Classroom []</p> <p>7. Other, please specify: _____</p>	
<p>23</p>	<p>Of all the possible ingredients for running a Social Enterprise with success, which one is the most important?</p> <p>1. Hard work and determination []</p> <p>2. Good employees []</p> <p>3. Connections (knowing the right people) []</p> <p>4. Good product or service []</p> <p>5. Capital (money) []</p> <p>6. Good location for the business []</p> <p>7. Customers []</p> <p>8. Other, please specify: _____</p>	

<p>24</p>	<p>In your opinion, what is missing in the curriculum of your college to prepare youth to become self-employed?</p> <hr/> <hr/>	
<p>25</p>	<p>Are you teaching any course to prepare students for self-employment?</p> <p>1. Yes []</p> <p>2. No []</p>	
<p>25.1</p>	<p>If yes, what is the name and duration of the course?</p> <p>Name of the course:</p> <p>Duration of the course:</p>	
<p>26</p>	<p>Would you be interested in starting a course for young people to develop the skills to run their own Social Enterprise?</p> <p>1. Yes []</p> <p>2. No []</p> <p>3. Maybe []</p>	
<p>27</p>	<p>Are you aware of the concept of Service Learning?</p> <p>1. Yes []</p> <p>2. No []</p>	
<p>27.1</p>	<p>If yes, please define it?</p>	

28	<p>Do you engage students in community service work during studies?</p> <p>1. Yes []</p> <p>2. No []</p>	
28.1	<p>If “yes” what is the nature and duration of the project/activity?</p> <p>Nature of the project</p> <hr/> <hr/> <p>Duration of the project</p> <hr/>	
28.2	<p>If no, would you like to involve students in community service work as part of their studies?</p> <p>1. Yes []</p> <p>2. No []</p>	
29	<p>Do you think that our society is acknowledging the potential, talents and abilities of young people?</p> <p>1. Yes []</p> <p>2. No []</p>	
29.1	<p>If yes, how they are acknowledging it?</p>	
29.2	<p>If no, why they are ignoring the talents of young people?</p>	

<p>30</p>	<p>Do you agree that young people are the most promising resource for meeting the needs of the society through self-employment?</p> <ol style="list-style-type: none"> 1. Strongly agree [] 2. Agree [] 3. Undecided [] 4. Disagree [] 5. Strongly disagree [] 	
<p>31</p>	<p>In your opinion, what kind of problems and challenges are faced by our youth in becoming self-employed and productive members of our society?</p> <ol style="list-style-type: none"> 1. Lack of business training [] 2. Lack of financial assistance [] 3. Lack of supportive atmosphere [] 4. Socio-cultural hindrances [] 5. Lack of quality education [] 6. Lack of skills [] 7. Non cooperative behavior of families/communities [] 8. Lack of organized opportunities [] 9. Poor awareness of youth [] 10. Any other (please specify) _____ 	
<p>32</p>	<p>If you would be given a chance to add something in the curriculum of your institution what would you like to add?</p>	

<p>33</p>	<p>What kinds of activities should be started in training institutes for the promotion of self-employment?</p> <ol style="list-style-type: none"> 1. Seminars/ conferences [] 2. Workshops/ campaigns [] 3. Projects/ programs [] 4. Competitions related to Social Entrepreneurship [] 5. Any other (please specify) _____ 	
<p>34</p>	<p>In your opinion, education about self-employment should be considered as:</p> <ol style="list-style-type: none"> 1. An integral part of general education [] 2. A mean of preparing for occupational fields and for effective participation in the world of work [] 3. An aspect of lifelong learning and a preparation for responsible citizenship [] 4. An instrument for promoting environmentally sound sustainable development [] 5. A method of facilitating poverty alleviation [] 6. Any other (please specify) _____ 	
<p>35</p>	<p>Do you know how to engage youth systematically in community service work?</p> <ol style="list-style-type: none"> 1. Yes [] 2. No [] 	
<p>36</p>	<p>If yes, briefly explain the process of engaging youth in community service work?</p> <p>_____</p> <p>_____</p>	

	<hr/> <hr/> <hr/>	
37	<p>How do you rate the self-esteem of your students?</p> <ol style="list-style-type: none"> 1. Very High 2. High 3. Average 4. Low 5. Very Low 	
38	<p>How do you rate the self-confidence level of your students?</p> <ol style="list-style-type: none"> 1. Very High 2. High 3. Average 4. Low 5. Very Low 	
39	<p>If you are asked to describe the youth of Pakistan in one word what would be that word?</p>	
40	<p>Are you interested in getting the training for starting Youth Engagement course in your institution?</p> <ol style="list-style-type: none"> 1. Yes [] 2. No [] 	

41	Please give some recommendations/suggestions for the recognition of self-employment of youth in the context of growing unemployment in Pakistan?	
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Thank you for completing our survey.