

Contents

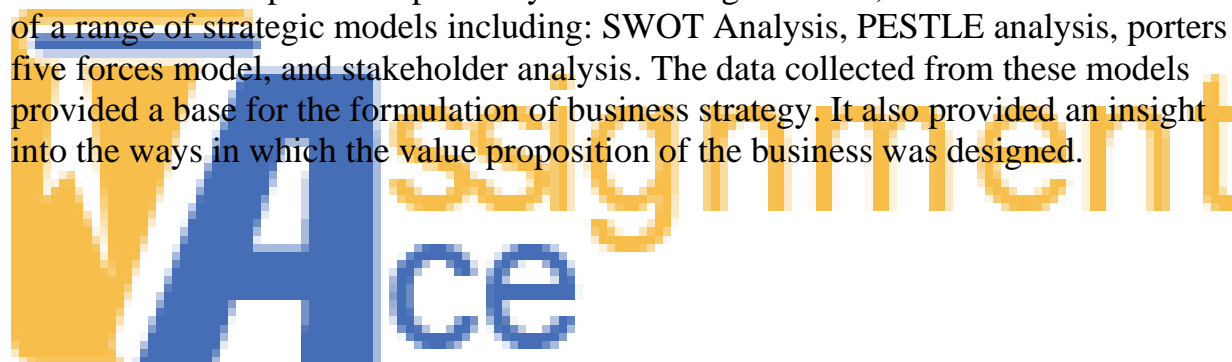
Executive Summary	2
1. Introduction.....	3
2. Evaluation and Analysis	4
2.1. Current Status of Female Education in Pakistan.....	4
2.1.1. Largest Number of Children out of School.....	4
2.1.2. Average 5.5 Years of Average Schooling among Girls.....	4
2.1.3. Enrollment Rate of as Low as 48%.....	5
2.1.4. Representation of Girls in the Secondary Schooling System	6
2.2. PESTLE Analysis.....	7
2.3. Stakeholder Analysis.....	8
2.4. Porter's Five Forces Analysis	9
2.5. SWOT Analysis.....	10
3. Business Start-up Proposal	11
3.1. The value proposition.....	11
3.2. The value creation and delivery system	12
3.3. Value capture.....	12
3.4. Business Strategy	13
3.4.1. Strategy statement.....	13
3.4.2. Strategic objectives	Error! Bookmark not defined.
3.4.3. Performance targets	14
3.4.4. Actions	16
4. Conclusion	17
References.....	18

Executive Summary

Pakistan, specifically, can be defined with a nation with some of the major issues associated with the education of young girls. With a female literacy of 45%, which drops to 25% in poorest families, Pakistan requires a reformation of the academic system in the country. The audience or the student base within this sector is very high. This, as a result, makes Pakistan an ideal location to enhance the education of girl child as well as the quality services within the education sector of Pakistan.

This paper, therefore, aims at launching a schooling chain in Pakistan – starting from Peshawar KPK – that will aim at enhancing the levels of female education within the country. The following paper contains the situational analysis of Pakistan education sector. In addition to that, it also recommends some move that can be used by the concerned individuals to enhance the quality of their work.

In order to develop an in-depth analysis of the target market, the researcher made use of a range of strategic models including: SWOT Analysis, PESTLE analysis, porters five forces model, and stakeholder analysis. The data collected from these models provided a base for the formulation of business strategy. It also provided an insight into the ways in which the value proposition of the business was designed.

A large, semi-transparent watermark is overlaid on the page. It features the word "WACE" in a large, bold, blue font, with the "A" being significantly larger than the other letters. To the right of "WACE", the word "Assignment" is written in a smaller, orange, sans-serif font. The watermark is positioned diagonally across the lower half of the page.

BUS80005 Business Strategy**Flight – A Women Education Schooling Chain in Pakistan****1. Introduction**

Pakistan is one of the states with lowest rate of literacy in the South Asian region. The literacy rates among women stand at alarmingly low at 45%. This is more severe in the rural areas where the overall female literacy rate drops down to 25%. The female members of the society are constrained by a number of social, cultural and economic pressures that hinder them from attaining basic schooling. As the levels of poverty are usually high in the rural regions, the women are restricted to productive activities, such as farming and sewing. In addition to that, no proper schools are available for females, which lead towards a reduction in the number of females attaining education. As most of the women in the region remain uneducated, therefore, the change agents that can create an alteration in the mainstream mindset are not created. This issue, therefore, will be addressed by the paper under consideration (VirginiaTech University 2012).

The paper aims at proposing the development of a schooling chain within the rural areas of Pakistan. The development of this chain will enable the young girls, within the rural areas, to gain an access to quality education. This, as a result, will not only enhance the chances of long-term development in the country but will also eliminate a range of social evils from the community.

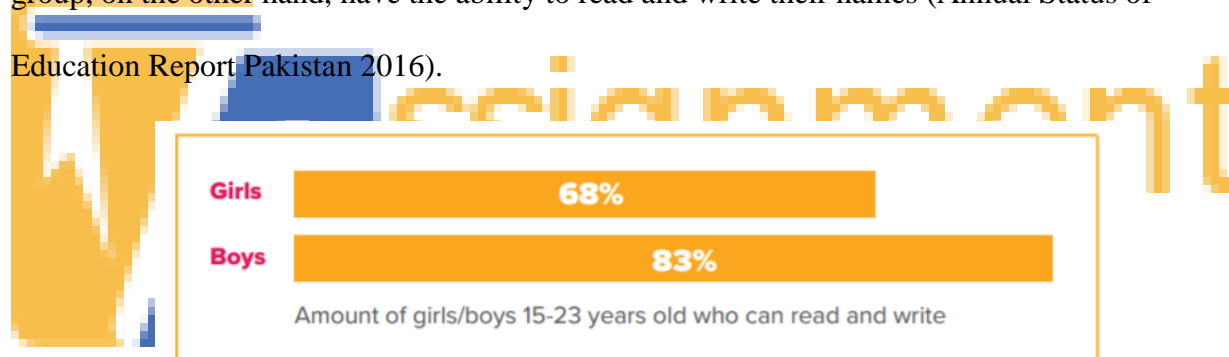
2. Evaluation and Analysis

2.1. *Current Status of Female Education in Pakistan*

The lack of female education within the nation can be established on the basis of the following facts:

2.1.1. Largest Number of Children out of School

Pakistan is observed to have the largest number of children that do not attend schools. It has been indicated by a research that only 68 percent of the girls aged between 15 and 23 years have the ability to read and write their names. 83 percent of the boys pertaining to the same age group, on the other hand, have the ability to read and write their names (Annual Status of Education Report Pakistan 2016).



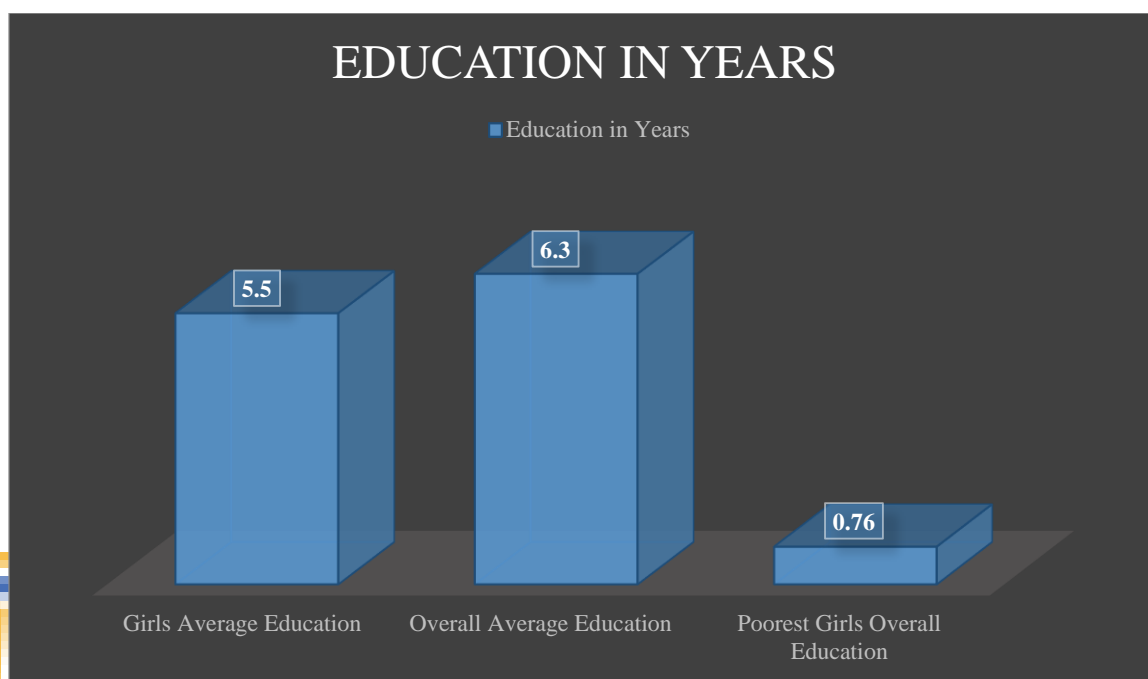
(Annual Status of Education Report Pakistan 2016)

In addition to that, around 11.1 million students, belonging to the age group of primary and lower secondary school, did not go to schools in Pakistan (Annual Status of Education Report Pakistan 2016).

2.1.2. Average 5.5 Years of Average Schooling among Girls

In the year 2012, it was observed that most of the girls in Pakistan completed only 5.5 years of education at an average. This was relatively low when compared to the overall average, which ranged up to 6.3 years. The girls belonging to poorest of the families, on the other hand,

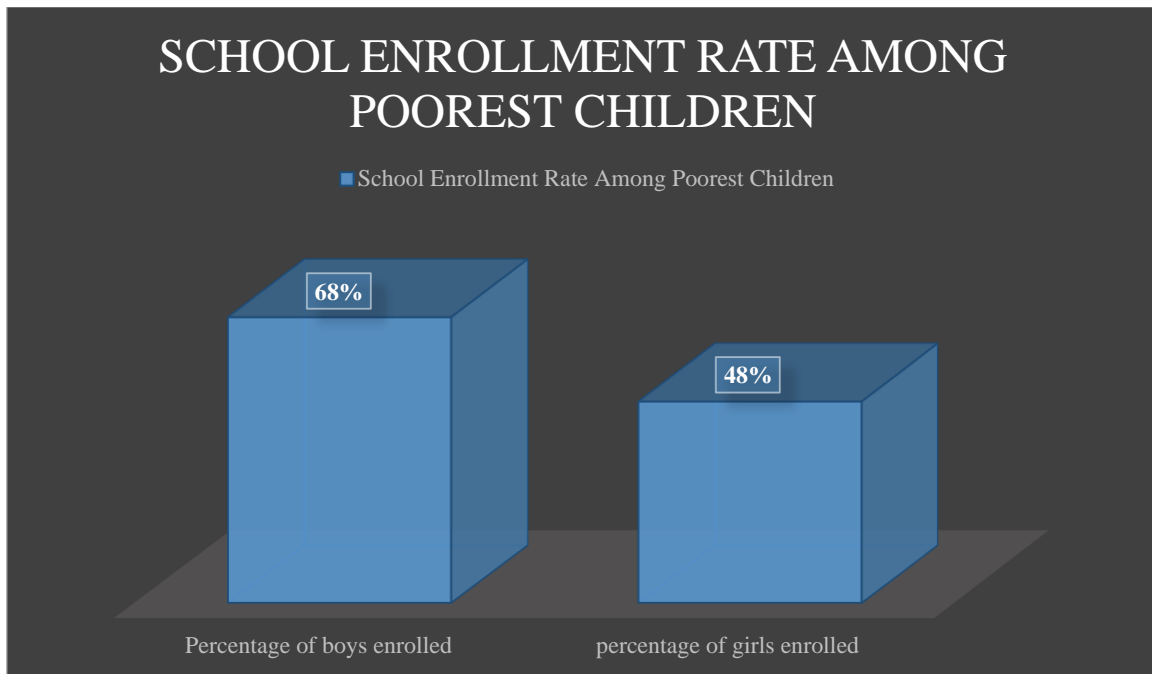
were observed to complete only 0.76 years of education (United Nations Educational, Scientific and Cultural Organization 2017).



(United Nations Educational, Scientific and Cultural Organization 2017)

2.1.3. Enrollment Rate of as Low as 48%

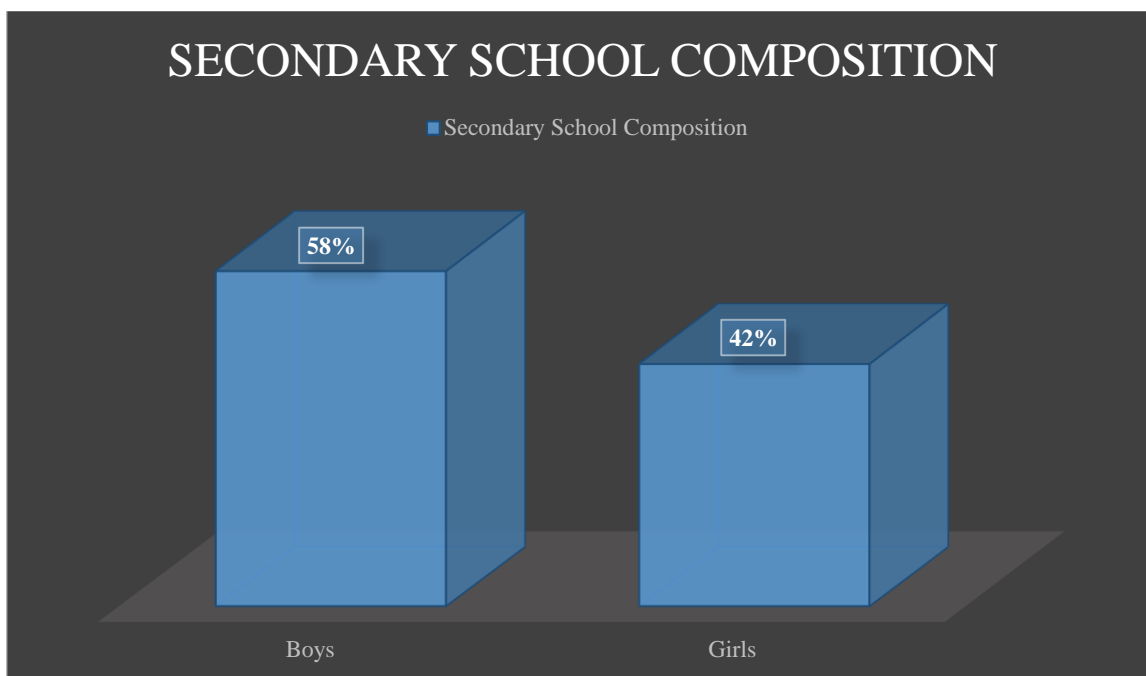
It was also observed by a research that the around 48 percent of the girls belonging to poorest families in Pakistan were enrolled in proper schools. This rate, again, was very low when compared to the enrollment rate of boys belonging to the same socio economic class, which was observed to be 68 percent (United Nations Educational, Scientific and Cultural Organization 2013).



(United Nations Educational, Scientific and Cultural Organization 2013)

2.1.4. Representation of Girls in the Secondary Schooling System

It has been observed by the research that the secondary school composition within Pakistan is also very uneven with girls representing only 42 percent of the overall secondary school strength of the nation. In addition to that, it has also been observed that only 1 out of each 10 girls has the opportunity to complete her secondary school education within Pakistan. This, as a result, reduces the rate of female education within the country (United Nations Educational, Scientific and Cultural Organization - Institute for Statistics 2017).



(United Nations Educational, Scientific and Cultural Organization - Institute for Statistics 2017)

2.2. PESTLE Analysis

Assignment

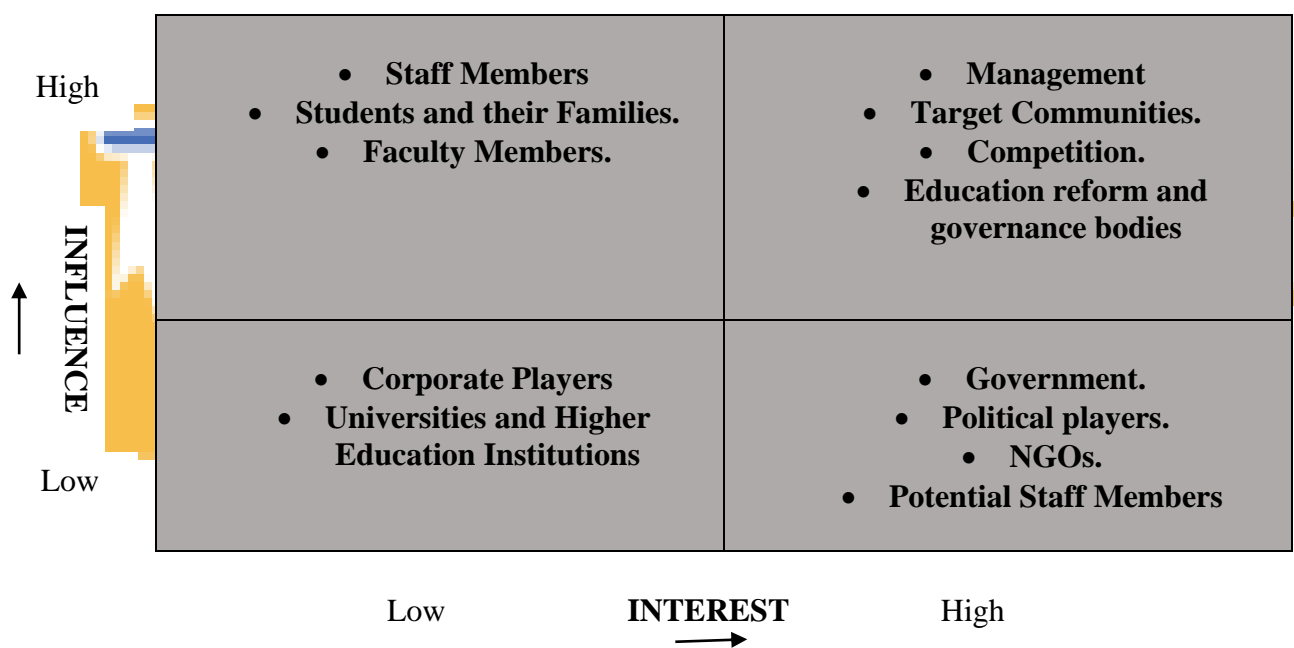
PESTLE Analysis	
Political	The political environment of Pakistan is very unstable. The consistent issues raised by different political players have a very high probability of disrupting the day to day operations of the education industry. As a whole, the instability will not be in the control of the schooling chain, hence it can be treated as a factor that shall be considered as one of the key issues that may hinder the business operations.
Economic	Pakistan is one of the developing economies, therefore, the economy of the nation is not very strong. The country faces some major issues, including poverty, low standards of living, inflation, low purchasing power, and instable foreign exchange rates.
Social	Social norms within the country are not much supportive of girls' education, which is the basic objective of this business program. The society places women at a position which is restricted to household chores and reproduction activities. Boys, on the other hand, stand at a much privileged state. Specifically in the rural areas and within poorer families the girl child is privy to a number of threats, including early marriage, physical abuse, and unfair treatment.
Technological	Technologically the country stands far behind the rest of the world. This is justified by the fact that it is a developing nation, therefore, much of the resources are invested in the satisfaction of the basic needs of the people. Technological development, therefore, is not a properly addressed issue.

Legal	The laws and regulations associated with education within the country are very vague. This weak governance of educational sector can be justified by the fact that lack of required facilities, including furniture and in some cases infrastructure, within a number of schools that are run by the government. This is one of the major reason that most of the children remain uneducated in Pakistan.
Environmental	Environmentally, the economy does not pay a large degree of focus on the environmental issues. This can again be attributable to the fact that it is a developing economy with more focus on basic problems.

(School Education Department, Government of Punjab 2012; UNESCO Inter-sectoral Platform

Project 2015)

2.3. Stakeholder Analysis



The analysis shows that corporate players and higher educational institutions are least important for the organization. This is because the company does not operate in the area of their operations. However, they may become potential competitors for the company.

The government, political players, NGOs, and potential staff members (Such as university pass outs and people in the development sector) fall in the show consideration category. These shall be kept informed about the activities of the business as they can turn out to

be the supporters of the business. In addition to that, given the nature of issue addressed by the organization, most of these players can become its ambassadors.

The staff and faculty members as well as the students and their families come under the meet their need category. These are one of the key stakeholders of the organization. The organization will take keen interest in their activities, making sure all their needs are satisfied. This will ensure that these stakeholders promote the cause of the organization to other potential students as well as staff members.

Lastly, management, competition, target communities, and education governance and reform bodies are the key players for the organization. This is because all of them have the ability to influence the activities of the organization. The target communities, for example, are the determinants of the success of the organization. If immense pressure is exerted on the parents and the students from the communities, then there is a high probability that no one will be willing to a part of the schooling chain (School Education Department, Government of Punjab 2012; UNESCO Inter-sectoral Platform Project 2015).

2.4. Porter's Five Forces Analysis

Force	Strength	Description
Rivalry between competitors	High	The rivalry between competitors is very high. This is because the organizations do not have important differentiators to make their services stand out.
Barrier to entry	Low	The barriers to entry are low as a large number of schools, of varying nature and scale, exist in the educational sector of Pakistan.
Threat of substitutes	Low	The threats of substitutes is very low as the nature of service provided by the organization does not have many substitutes.
Buyer Power	High	The buyers, in this case students, have a very high bargaining power. This is because of the fact that most of the parents are not willing to send their children to schools. In addition, the large number of schools also provide the parents with a wider variety of choice.
Supplier Power	Low	The supplier power is low because of the nature of business. As most of the operations directly by the business and it is the service sector, therefore, the suppliers do not have high bargaining power.

(School Education Department, Government of Punjab 2012; UNESCO Inter-sectoral Platform

Project 2015

2.5. SWOT Analysis

	<p style="text-align: center;">STRENGTHS – S</p> <ol style="list-style-type: none"> 1. Competent staff. 2. Internal synergies. 3. Better quality 4. Personalized services 5. High interpersonal skills 	<p style="text-align: center;">WEAKNESSES – W</p> <ol style="list-style-type: none"> 1. New Entrants 2. Low experience. 3. Novel exposure in the international market
<p style="text-align: center;">OPPORTUNITIES – O</p> <ol style="list-style-type: none"> 1. Large untapped market 2. Absence of 360 degree services 3. Large potential customer base 	<p style="text-align: center;">SO STRATEGIES</p> <ol style="list-style-type: none"> 1. Using the internal synergies to tap the untapped market. 2. To use the high quality services to enhance the overall quality benchmarks in the educational sector of Pakistan. 	<p style="text-align: center;">WO STRATEGIES</p> <ol style="list-style-type: none"> 1. Use of staff competence and interpersonal skills to develop a proper standing in the market. 2. To use internal synergies to combat low experience issue.

THREATS – T	ST STRATEGIES	WT STRATEGIES
<ol style="list-style-type: none"> 1. Competitors 2. Staunch views of the society. 3. Opposition from the communities. 	<ol style="list-style-type: none"> 1. To use better quality, 360 degree service, internal synergies and competence of the staff to develop a strong position in the market. 2. To use the interpersonal skills of the staff members to develop programs that can help the community and the society to better understand the importance of female education. 	<ol style="list-style-type: none"> 1. To conduct 360 degree research so as to better stay aware of the competition in the educational sector.

(School Education Department, Government of Punjab 2012; UNESCO Inter-sectoral Platform

Project 2015)

3. Business Start-up Proposal

3.1. The value proposition

Standing out in the educational sector of Pakistan can be a tough task as the competition is very high. In order to ensure that the organization attains its mission of providing the girl child with education, the organization will not only provide the formal schooling services to the girls but will also extend home tutoring services. The girls will be registered with the schools, while

taking tuitions at the home. This enable the girls, who are not allowed to leave homes for education, to get an access to quality education. In the urban areas, on the other hand, a schooling chain with different curriculum will be opened up (Ansoff 2014).

3.2. The value creation and delivery system

The schooling chain will be a change agent within the society of Pakistan. With its initiation the females of the society will have a perception of becoming responsible children of Pakistan. The value created through this 360 degree high quality education services will be delivered to the target audience through the use of conventional schooling operations as well as personalized home tutoring services as well (Ansoff 2014).

3.3. Value capture

The two revenue streams that will be capturing value for the organization will be the urban and the rural schooling. Even though the rural chain will be more of an NGO but the urban chain will operate as a business entity. Hence the urban schooling chain can be regarded as one of the key determinants of the profits of the organization (Ansoff 2014).

3.4. Business Strategy

3.4.1. Strategy statement, objectives and actions

Statement 1

To ensure that every girl child has an access to quality education in Pakistan education within Pakistan.



Strategic Objectives

1. To make sure that best quality education is provided to the children so that they can excel in various national and international programs.
2. To make sure that the 85% potential target market is converted into actual target market through the deployment of the right kind of resources (Ansoff 2014).



Strategic Actions

1. Development of a school in KPK.
2. Active communications sessions with the parents of potential students

Statement 2

Creating an environment where each girl child has an equal right to get educated.



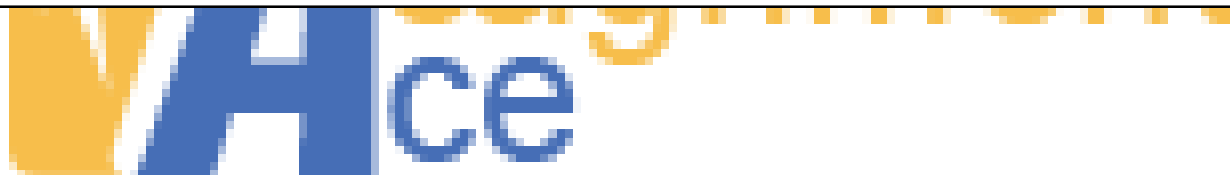
Strategic Objective

1. To increase the acceptance of girl education within the society and the community.
2. To ensure that around 95% of the target audience is well aware of the benefits of female education.



Strategic Actions

1. Workshops in rural areas
2. Constant monitoring of the internal and external environment.



3.4.2. Performance targets

- Enrolment rate of girls.
- Dropout rate of girls.
- Number of international competitions attended.
- Number of international competitions won.
- Number of national academic competitions attended.
- Number of national academic competitions won (Ansoff 2014).



3.4.3. Actions

Action	Person Responsible	Location	Time	Procedures	Costs and Revenues
Development of a school in KPK	Project Manager KPK	Peshawar - KPK	18 th April 2017	Finalization of the land, development of the building and accommodation of furniture and the required hardware	Costs will be around 2.5 million PKR, with a profit of 300 per child and a capacity of 1600 children.
Workshops in rural areas	Project Manager	Multiple locations	immediately	A wide of range of workshops will be planned and implemented in the specified areas,	1.6 million PKR will be the cost. The workshops have the ability to attract at least 500 students to the schools, which will generate a revenue of 375,000 per month.
Active communications sessions with the parents of potential students	Project management team	Peshawar - KPK	Immediately	Direct marketing and one to one sessions with the students' parents and families.	The costs will be 100,000. This will bring in 60 additional students, which will increase the revenue by 450,000
Constant monitoring of the internal and external environment.	Project management team	Peshawar - KPK	Immediately	Research	This will cost around 100,000 but will bring in intelligent information, which cannot be quantified with accuracy.

(Ansoff 2014)

4. Conclusion

The educational sector of Pakistan has a lot of scope. This can be established on the basis of the fact that most of the fact that a large number of target audience still remains uneducated. In addition to that, around 40% of the population of the country is youth, which even expands the target audience base for the business. By launching a business with a 360 degree service and quality education, Flight will solve the problem of low female literacy rates within the country. In addition to that, it will also empower the women with the society of Pakistan, by providing them with a range of opportunities to grow and develop.



References

Annual Status Of Education Report Pakistan, 2016, *Girls' Education in Pakistan*, 1st ed, Annual Status Of Education Report Pakistan, Karachi, pp. 1-2, viewed 14 February, 2017, <http://aserpakistan.org/document/aser/Pakistan_Fact_Sheet2016.pdf>.

Ansoff, H 2014, *Strategic management*, 1st ed, Palgrave Macmillan, [Place of publication not identified].

School Education Department, Government of Punjab, 2012, *Punjab School Education Sector Plan*, 1st ed, School Education Department, Government of Punjab, Islamabad, pp. 2-220, viewed 17 February, 2017, <http://aserpakistan.org/document/learning_resources/2014/Sector_Plans/Punjab%20Sector%20Plan%202013-2017.pdf>.

UNESCO Inter-sectoral Platform Project, 2015, *Education For Peace: Planning For Curriculum Reform*, 1st ed, UNESCO Inter-sectoral Platform Project, New York, pp. 2-67, viewed 17 February, 2017, <<http://unesdoc.unesco.org/images/0023/002336/233601e.pdf>>.

United Nations Educational, Scientific and Cultural Organization, 2017, "Cite a Website - Cite This For Me", *Education-inequalities.org*, viewed 14 February, 2017, <<http://www.education-inequalities.org/countries/pakistan#?dimension=all&group=all&year=latest>>.

United Nations Educational, Scientific and Cultural Organization, 2013, *Education Transforms Lives*, 1st ed, United Nations Educational, Scientific and Cultural Organization, Paris, pp. 3-25, viewed 14 February, 2017, <<http://unesdoc.unesco.org/images/0022/002231/223115E.pdf>>.

United Nations Educational, Scientific and Cultural Organization - Institute for Statistics, 2017, "UIS Statistics", *Data.uis.unesco.org*, viewed 14 February, 2017, <http://data.uis.unesco.org/?ReportId=184&IF_Language=eng>.

VirginiaTech University, 2012, *Barriers to Women Education in Pakistan*, Masters, VirginiaTech University.

The logo for 'Assignment Ace' features a stylized orange book icon on the left. To its right, the word 'Assignment' is written in a large, orange, sans-serif font. Below the 'A' in 'Assignment', the word 'Ace' is written in a smaller, blue, sans-serif font.

Assignment Ace