

## TASHABOS ALL SCHOOLS ALL AND TOP 10 BUSINESS PROPOSALS ANALYSIS REPORT

As of the students' enthusiasm toward the Tashabos program, this year 2022/23 despite of the impediments, 215 Tashabos students wrote BPs, which were not expected.



*Figure 1: Despite the Ban on Secondary Girls Education, Tashabos Students Business Proposal Competition in Rahman Mena Girls High School*

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*Figure 2: Awarding Contesters in the Top 10 Tashabos Students Business Proposal Competition*

## OVERVIEW

TEO emphasizes the Business Proposals Competitions (BPCs) as an effective way to encourage, mobilize and involve young students to consider a future in entrepreneurship as well as entrepreneurial mind that will lead him/her in any field of interest due to his/her talent revealed.

The Tashabos Educational Organization (TEO) provides a unique opportunity, the Business Proposals' (BPs) writing competition, for Tashabos students who would like to become entrepreneurs.

This year 2022/23 despite of the continued challenges including but not limited to various impediments, economic crisis, bureaucracies and change in the government that caused closure of the high schools for long period, while the girls schools remained closed to the date 215 Tashabos students wrote BPs, which were not expected, which proves the students' enthusiasm toward the Tashabos program.

The trend of the number of the BPs as per the below table 1, clearly show the interests of the Tashabos students writing BPs. To reiterate, this year because of the above reasons, it was not expected that 215 Tashabos students would write BPs, which further illustrate the enthusiasm of the students.

TEO in close coordination with the participating high schools holds BPCs among the Tashabos students of Grades 10, 11 and 12. The results of these competitions very clearly show the positive changes brought about through learning the Tashabos curriculum, exhibitions of the Tashabos student-entrepreneurs' products, and the 12 step process of writing BPs. This report outlines the detail of the BPCs of all participating high schools.

*Table 1: Summary of all Business Proposals in the Seven Years of the Tashabos Program*

Seven Years	Trend of the Business Proposals
2015	773
2016	966
2017	1,010
2018	1,623
2019	1,757
2020	1,150
2021	297
2022	215
<b>Total</b>	<b>7,791</b>

## SUMMARY

TEO, despite the various limitations including but not limited to the bureaucracies, change in the government with ambiguity ahead, economic crisis, drought etc. successfully implemented the Tashabos program including the Business Proposal Competitions (BPCs).

The educational year usually starts on March 21<sup>st</sup> in cold provinces of Kabul, Parwan and Bamyan.

The trend in the number of BPs over the eight years, reflects the Tashabos students' enthusiasm for the Tashabos program. The low number over the past two years is because of the impediments; rather, anything on the enthusiasm of the students. The Tashabos teachers manage the BPs' writing process from the start of the school year until just before the end of the year. The teachers collect proposals from the students in their schools who wrote them. Teachers evaluate all the proposals written in their school and select the Top 10, then share the BPs with TEO for further review. Then TEO in coordination with the school administration and Tashabos teachers conducts BPCs in each Tashabos school among the Top 10 students. This year of the 29 participating schools, eight schools (6 BHSs, 2 GHSs) held competitions, while Tashabos students developed and wrote BPs in 14 high schools (8 BHSs, 6 GHSs). The rest of the schools could not submit BPs because of the closure and disruption.

After completing the BPCs in eight schools this year, TEO analyzed all the proposals from the 14 schools by gender, grade, category, new or old businesses, and budget as well as by main categories in the provinces. In general, of the 215 BPs written the highest percentages of them were in the categories of vocational work, sales and food items respectively. It is important to note, this year girls wrote about one quarter of BPs, showing a continued and greater enthusiasm on the part of the girls. However, due to the closure of the girls high schools, this year too, only two girls high school could organize BPC, which the year before was only one girls school.

At the provincial level the categories of BPs varied. In Kabul Province more of the BPs were written in vocational work followed by sales and food items. In Parwan more of the BPs were written in vocational work, sales and production. In Nangarhar more of the BPs were written in food items, followed by sales/vocational work and production. In Bamyan more of the BPs were written in electrical engineering, followed by services and vocational work. A detailed analysis of all the BPs by province is available at the end of this report.

### **Outcome**

The 215 participating youth grew, learning to work hard for something they want, and learning how to cope with competition. The 73 Tashabos students (58 Male, 15 Female) in eight high schools who won, moved to the next level, the Top 10 in their schools. Winners of those competitions moved to the Top 50 and then Final Top 10 positions. The Final Top 10 will present their business proposals to an independent jury in a national event on March 15, 2022.

### **Tashabos Female High Schools Activities**

Tashabos Female High Schools Activities During the Closure of the Schools

*TEO despite all the crisis, particularly the impediments, managed to continue and implement the Tashabos program at the best of its ability.*

The total Tashabos students includes 63% girls as the Tashabos beneficiaries. TEO, the Tashabos teachers and the students had been using alternative ways to benefit from the Tashabos program, accomplishing the targeted goal. There are female teachers who could convince their district education directors to organize Tashabos activities such as the BPCs. While, other taking great risk, some of the Tashabos teachers arranged informal meeting inside the schools with students regarding Tashabos program activities as: developing of business proposal, encouraging students for self-study of Tashabos subjects at home, and taking of pre- and post-tests of Tashabos subjects from some of the students.

## **TASHABOS PROGRAM**

The Tashabos curriculum teaching is the first of the three major components, the Tashabos teaching, Tashabos student-entrepreneurs products exhibitions, and Business Proposal Competitions. In the Tashabos program in four provinces of Kabul, Nangarhar, Parwan and Bamyan, thirty-nine teachers do the teaching, providing students with business knowledge.

TEO manages the Tashabos entrepreneurship high school curriculum taught in 29 girls' and boys' public high schools, involving over 20,829 students (63% girls) in four Afghan provinces. Youth learn the skills necessary to become entrepreneurs including information on market based economies, fighting poverty and ethical business practices. Lessons on business development in a free market economy and democracy are provided. To further the entrepreneurial characteristics of leadership, risk-taking, innovation, and perseverance, the links between a free market economy and democracy are taught, and respect instilled for the responsibilities businesses should have to their communities. The program has a three prong approach: a) teaching the Tashabos curriculum, student pre- and post-tests, and capacity building of teachers; b) student entrepreneur product exhibitions in the schools, out of schools and functioning Tashabos exhibition rooms; and c) the schools' Business Proposal Writing Competitions (BPCs), a 12 step process beginning with the Tashabos teachers who encourage and assist students in writing business proposals culminating in Kabul City.

Thousands of Afghan high school graduates under the age of 25 have no employment opportunities, especially girls. The Tashabos program provides participating students the skills and maturity to become self-supporting adults, informed citizens and future leaders. Our students create jobs for themselves, others, and their communities—driving economic growth.

A survey of the 212 students' perception, shows interesting findings. Looking into the then Tashabos over 36,000 students as direct beneficiary, the important stakeholders, TEO team decided to find their perception of the Tashabos program. Therefore, respondents were asked if they were interested in the Tashabos subject and what positive changes that they can feel and are visible in their businesses after studying the Tashabos subject, almost all respondents (99%) have answered "yes" a positive response about their interest with Tashabos subject studying. When the respondents were asked about the reasons of their interest in the Tashabos subject, they mentioned about the various aspects of the subject and key topics after studying of Tashabos subject. Respondents 48% said, "The subject provides information about business startup, planning, management and expansion", 30% said, "Because of its socio-economic empowerment effects", 17% said, "Tashabos subject has practical aspects" and 6% said, "It is important subject that reveals the hidden talents of the students".

A previous survey of 400 Tashabos students showed that Tashabos helped 69% of them initiate a new business. When asked how Tashabos helped, the students mentioned the business linked topics, motivation for developing business proposals and generating innovative business ideas for scale-up. Among the remaining 31%, 85% of them mentioned utilizing Tashabos knowledge in initiating a business in the future.

Many Provincial and District Education Departments including those in Kabul, Parwan, Nangarhar and Bamyan Provinces as well as from various departments in the Ministry of Education and specific schools have asked for expansion of the Tashabos program. MoE and TEO during the previous government developed a joint unsolicited proposal for expansion of the Tashabos program in addition to the current high schools in Kabul, Parwan, Bamyan, and Nangarhar Provinces, TEO proposes

implementation of the Tashabos program in 100 girls' and boys' high. With the requested funds TEO would be able to respond to the requests and expand Tashabos to other provinces.

Tashabos is priority because of many reasons including but not limited to, ensuring democratic rights, the socio-economic empowerment, self-reliance and ownership of youth in terms of economy triggered the Tashabos student-entrepreneurs a special position in their families as well as their societies. The Tashabos program brought the democratic social and cultural changes in the Afghan society such as youth decision making status in families, prevention of early marriage, forced marriage, arrange marriage. They became part of the decision making because of their economic contributions. In addition to promoting entrepreneurial characteristics such as leadership, risk-taking, innovation, and perseverance, it links between a free market economy and democracy, it provides teenagers lessons in the nature and means of business development in a free market economy.

We believe that there is no better investment in the future of Afghanistan than giving its young people the knowledge, skills, attitude, profession, management and leadership to build their own businesses and a vision of how the free market should work. <http://www.teo-af.org>  
<https://www.facebook.com/TashabosEducation/>

### **The 12 Steps of The Business Proposals Competitions**

Business Proposals Competitions (BPCs) are an integral part of the Tashabos program. TEO holds business proposal writing competitions in the provinces, culminating with a championship round in Kabul City. TEO and Tashabos teachers manage the business proposals writing and competitions. This process has many steps:

**Step 1:** Because not all MoE teachers have a background in economics, TEO conducts training for Tashabos teachers on business proposal writing and business management.

**Step 2:** Tashabos teachers encourage Tashabos students to write business proposals for either a new business or to improve an existing business. All proposals are required to be written according to the TEO provided criteria.

**Step 3:** The Tashabos teachers teach and guide the students on writing their business proposals. Then the teachers review the proposals.

**Step 4:** During the review process, the Tashabos teacher selects the school's Top 10 proposals and sends all the proposals with a list of the Top 10 to TEO. TEO enters the business proposals' data into their database.

**Step 5:** TEO forms a committee to review all the proposals including the teacher selected Top 10 and approves them. TEO then informs the teacher about approval and any changes TEO has made in selection of the Top 10.

**Step 6:** In each Tashabos school TEO coordinates and plans a Business Proposal Competition among their Top 10 students to select the Top 3. Each school's administration arranges an in-school venue for these competitions. TEO representative(s), the Tashabos teacher and one member from the school administration evaluate each of the Top 10 proposals as presented by their authors in the presence of other students who also wrote proposals. The joint evaluating team selects the Top 3 in each school. TEO provides awards to all Top 10 and trophies to the Top 3.

**Step 7:** TEO assigns a committee to review all the Tashabos schools' Top 3 from all four provinces and select the Top 50.

**Step 8:** Before the final event TEO conducts five days of business training for the Top 50 in two rounds of 25 students each. During the training TEO identifies qualified students to recommend them for Top 10 position.

**Step 9:** TEO also conducts four days of advanced business training for the final Top 10.

**Step 10:** TEO assigns another committee to select the final Top 10 from among the Top 50.

**Step 11:** TEO organizes a final event in Kabul where the final Top 10 students present their proposals before an audience. All the stakeholders including ministries, the private sector, schools' administrations, Tashabos teachers and students are invited. The Jury selects the final Top 3 proposals. Finalists are judged based on the substance of their plan and oral presentation. The final Top 10 competition encourages students to learn the strengths and weaknesses of their business proposals through questions from the independent jury. Judges for the competition represent the private sector, university teachers and ministries such as Ministry of Commerce and Industries.

**Step 12:** TEO introduces and links the Top 50, including Final Top 10, to stakeholders and other interested and relevant institutions such as MoIC, MoWA for future support.

### **GENERAL ANALYSIS OF ALL BPs**

Development of BPs is a volunteer 12 step process. At the beginning of the school year the Tashabos teachers in each school encourage students to write BPs. After the BPs are written, the teachers collect, evaluate, and select Top 10 BPs in their school. Then the TEO team reviews the BPs and organizes Business Proposals' Competitions in collaboration with the school administrations and Tashabos teachers.

TEO analyzed the BPs written by students to identify the range of interest and how they reflect market availability. This analysis further to the characteristics of the Tashabos students, who wrote BPs, identifies the number, kind of categories and other details of the BPs. This year 215 Tashabos students in 14 out of 29 high schools wrote BPs and eight out of 14 participating schools held BPCs. After the BPCs, TEO analyzed all the BPs by gender, grade, budget, funding source and category including new or old businesses and province. The analysis also identified in each province the main categories in which the most BPs were written. The unexpected positive results, during the disruption of education, are due to the collective efforts and continued endeavors of the TEO team in close coordination with the school administrations, teachers, and other stakeholders within the Ministry of Education (MoE) in implementation of the Tashabos program.

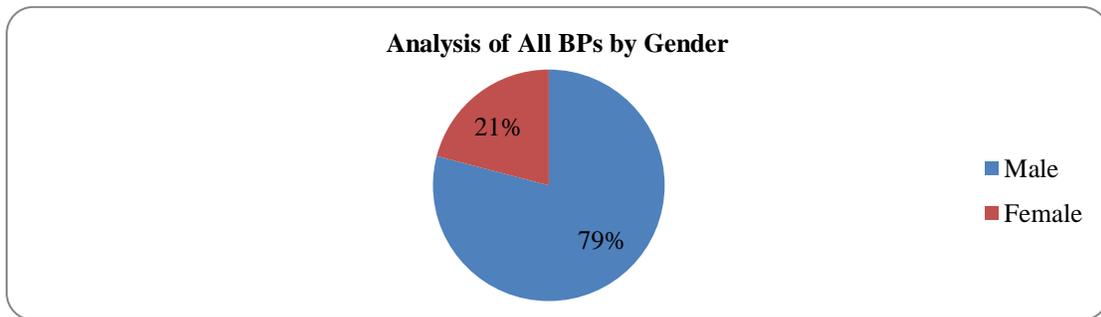
**Table 2: Business Proposals in Four Provinces (Kabul, Parwan, Bamyan and Nangarhar)**

No	Province	Number of BPs	Percentage
1	Kabul City	95	44.%
2	Kabul Province	32	15%
3	Parwan	11	5.%
4	Bamyan	14	7.%
5	Nangarhar	63	29.%
<b>Grand Total</b>		<b>215</b>	<b>100%</b>

### All BPs Gender Analysis

Graph 1 shows the general analysis of all BPs. In 2022/23 boys (79%) than girls (21%) wrote BPs. Unfortunately, this year the closure of their high schools affected the situation of the girls students that they could not write more of the BPs as last year. We at TEO need support of the donors, NED in particular to adopt alternative ways reaching more of the girls, who are more enthusiastic for starting businesses to support their education and add to their families' income.

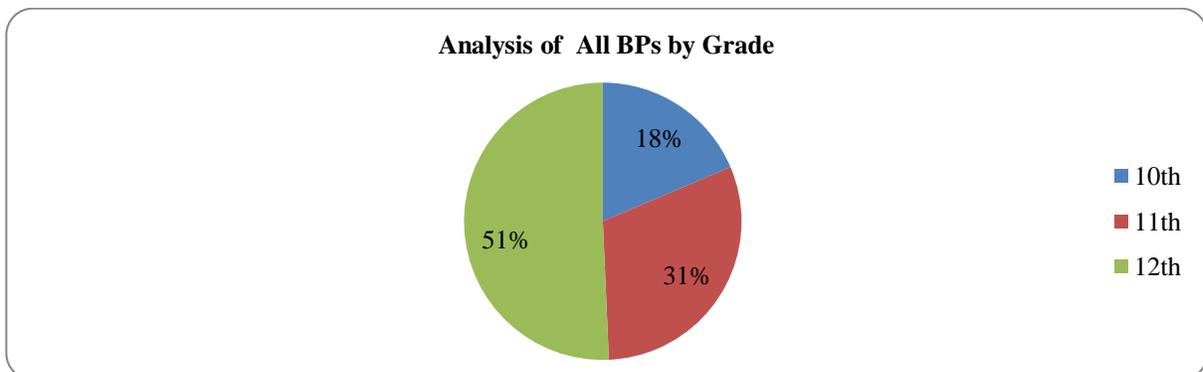
**Graph 1: General Analysis of all Top 10 BPs by Gender**



### All BPs Grades Analysis

This year despite the school closures for girls and disruption in learning, the number of BPs written by Grades 10, 11 and 12 students, the numbers follow the trend by grades that more of Grade 12, then Grade 11 and then Grade 10 wrote the BPs. Grade 12 wrote more than half 51%, while Grade 11 wrote 31%. Grade 10 students wrote (18%) of the BPs. Grade 12 in their last year of the Tashabos program wrote more than half (51%) of the BPs. This confirms the perception that Grade 12 after studying Tashabos curriculum for three years are in position to write more of the BPs, which was not the case before that Grade 12 students in their last year of high school are concerned with school subjects due to the national university entrance exam ahead of them.

**Graph 2: Analysis of all Schools BPs by Grade**

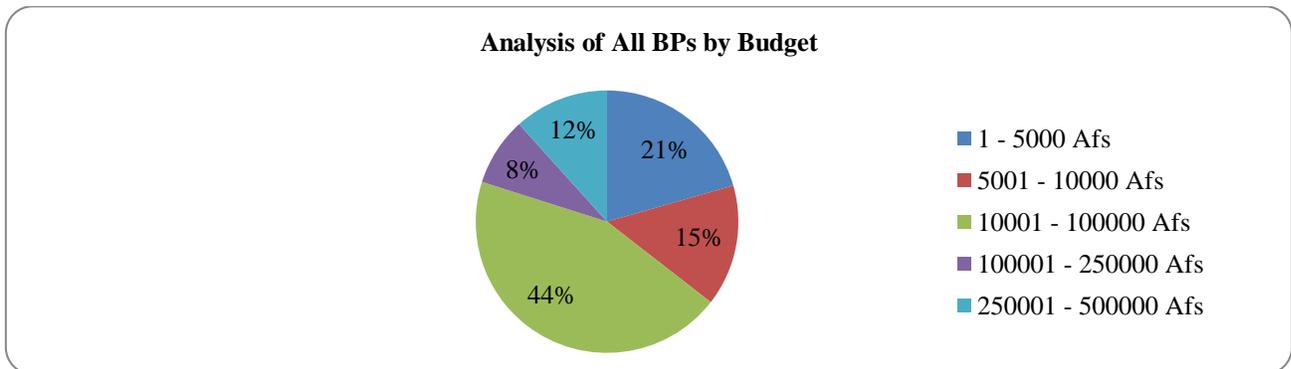


### All BPs Budgets Analysis

TEO's criteria for the BPs' budgets are small budgets. This year too, TEO team worked well with the Tashabos teachers, so because the budget criteria were well communicated to the students by their Tashabos teachers the students considered budgets based on the criteria. TEO further analyzed the budgets and broke them down into five categories: a) < AFN. 5,000, b) between AFN. 5,001-10,000, c) between AFN. 10,001-100,000, d) between AFN. 100,001-250,000 and e) between AFN. 250,001-500,000.

The findings show variation of the various categories, less than a quarter of the BPs (21%) had budgets up to AFN. 5,000, same as last year 15% between AFN. 5,001- 10,000; almost half 44% between AFN. 10,001-100,000; 8% between AFN. 100,001-250,000; and 12% between AFN. 250,001-500,000. None of the BPs over several years had large budgets compared to 11% in 2015/16. The Tashabos students focus and adhering to the business proposal writing criteria with the objective to win competitions proves their interest and understanding of the Tashabos knowledge and skills, which are continually increasing.

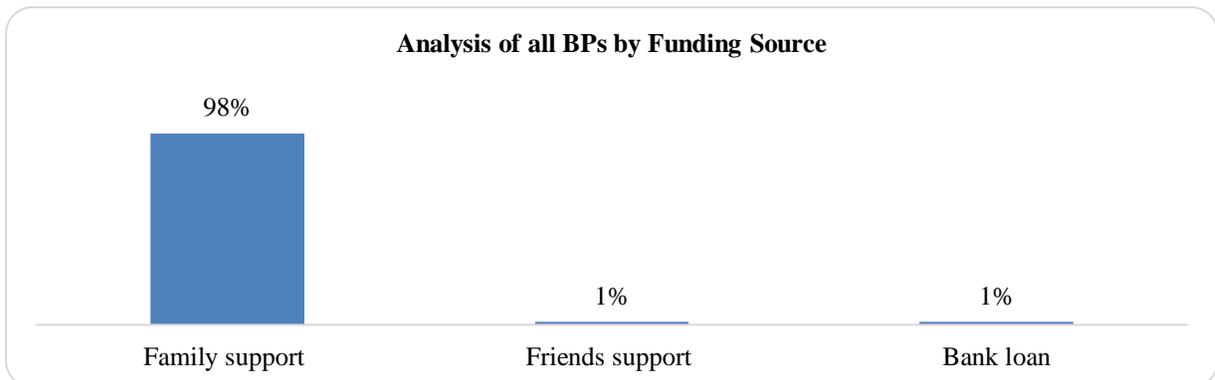
**Graph 3: Analysis of all Schools Top 10 BPs by Budget**



**All BPs Funding Source Analysis**

The TEO team assessed the budgets for their funding source. The analysis found that big majority as last year (98%), of the Tashabos students were supported by their families, which is increased by 9% compared to the year before (89%), while 1% got friends support and 1% received bank loan. This year again, except 1% received bank loans, none had a business partner or used personal savings.

**Graph 4: Analysis of all Schools BPs by Funding Source**

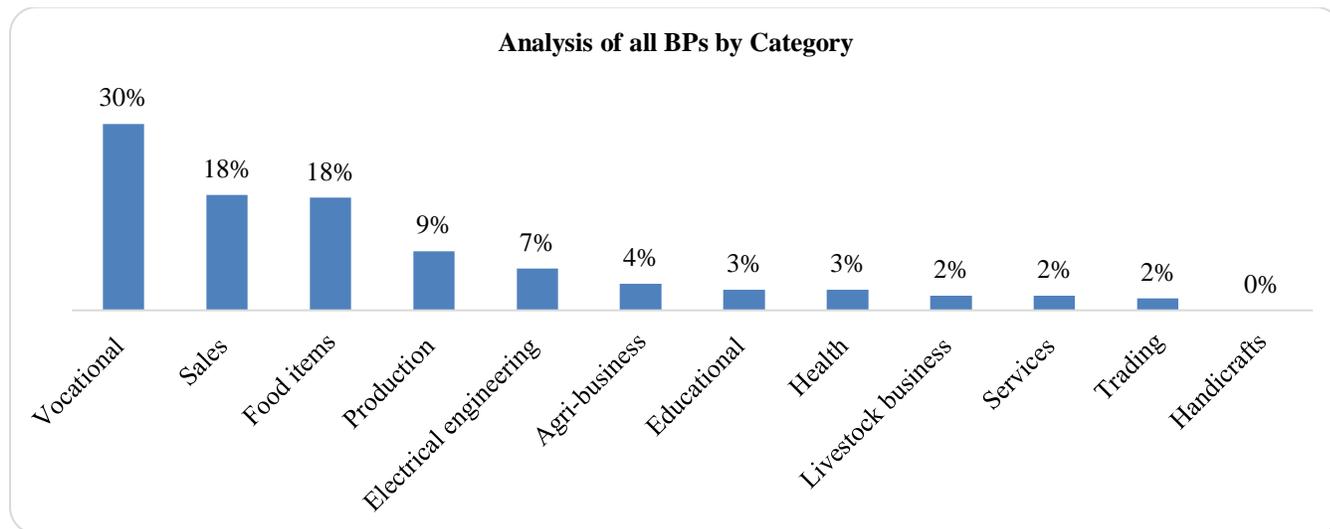


**All BPs Category Analysis**

The analysis shows that the vocational category resumed its first place as was the year before. This year more of the BPs, (30%) were written in vocational work such as: mobile/TV repairing, jewel work, ornaments, art, tailoring and photography. The second and third highest numbers of BPs (18%), each were written for sales and food items. The fourth higher category, 9%, were written for production such as shampoo, soap, honey, car seating, gas and incubators. Students specifically girls used to produce handicrafts.

The of the BPs written were 7% in electrical engineering, 4% in agri- business, 3% in educational activities and so on.

**Graph 5: General Analysis of all BPs by Category**

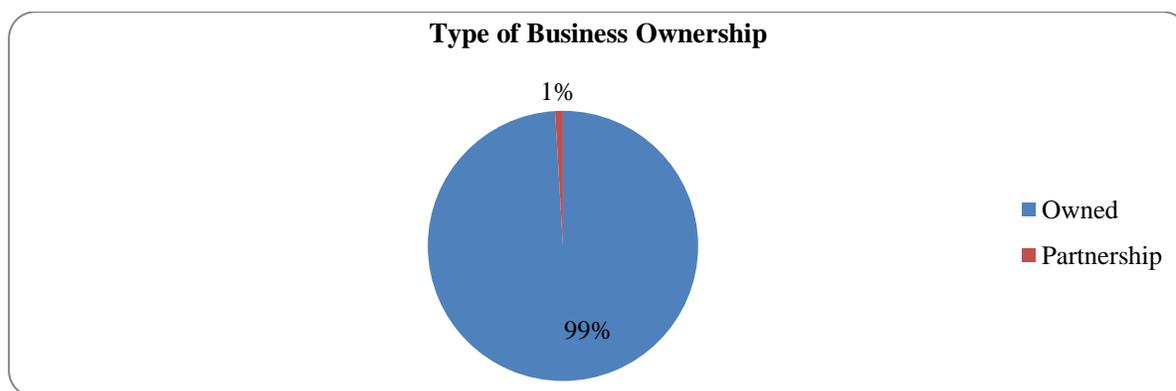


**All BPs Ownership Analysis**

TEO further analyzed the BPs data for the business ownership. The maximum majority of BPs, 99%, were owned by the students and 1% were in partnerships. The ownership by the students, this year increased by 18%, while partnership decreased by the same percentage.

Though, 1% partnership was built, this year many of the students who wrote BPs also started their businesses and are experiencing the initial stages. Others plan to start their businesses overtime. The Tashabos students are putting their efforts into more appropriate market options. In general, the Tashabos program implementation has improved over the years due to the continued endeavors of the TEO team in a coordinated approach with the stakeholders.

**Graph 6: General Analysis of BPs Ownership**



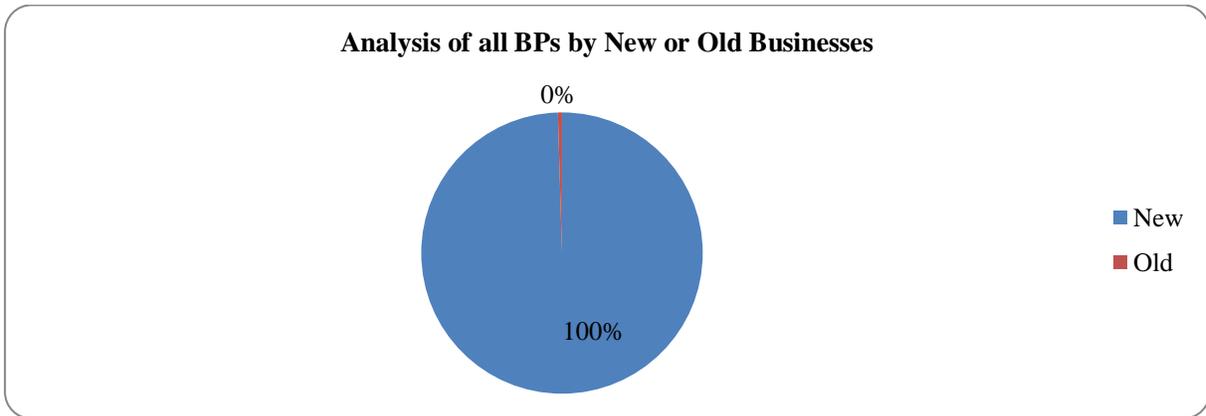
**All BPs New and Old Businesses Analysis**

This year all of the BPs, 100%, were for new businesses compared to 92% last year, 87% the year before and 86% three years back.

This year 2022/23 as stated, all of the BPs, were for new businesses compared to 92% last year 2021/22, 87% in year 2020/21, 86% in 2019/20, 89% in 2018/19, 60% in 2017/18 and 41% in

2016/17 years back. TEO was successful and kept the momentum increased writing BPs for new businesses and encourage student understanding of the importance of the BPs. There is no reflection of the old businesses as last year 8% were to continue or develop old businesses begun by the student or a family member compared to 13% in 2021/22, 14% in 2020/21, 11% in 2018/19, 40% three years before in 2017/18 and 59% 2016/17 five years back.

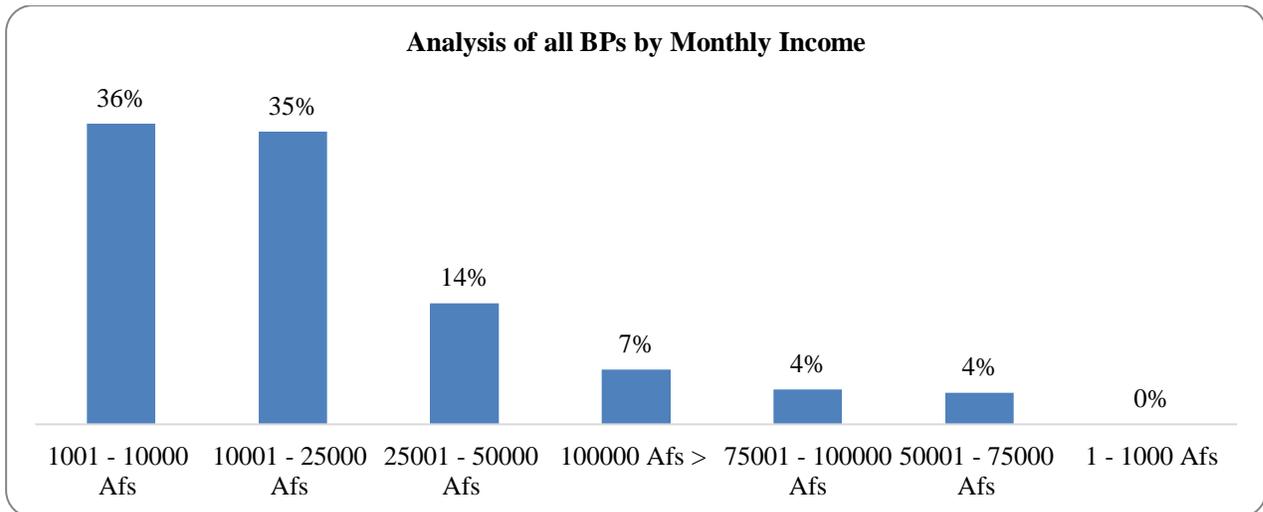
**Graph 7: General Analysis of all BPs by New or Old Business**



**All BPs Monthly Income Analysis**

To identify the monthly income of all BPs, the data was assessed to find the level of the income. More of BPs, 36%, had a monthly income between AFN. 1,001-10,000, followed by 35%, between AFN. 10,001-25,000; 14% between AFN. 25,001-50,000; 7% between 75,001-100,000 AFN; 4% above AFN. 100,001; also 4% income was between AFN. 50,000 – 75,000 and the lowest income none 0%, was between AFN. 1-1,000.

**Graph 8: General Analysis of all BPs by Monthly Income**

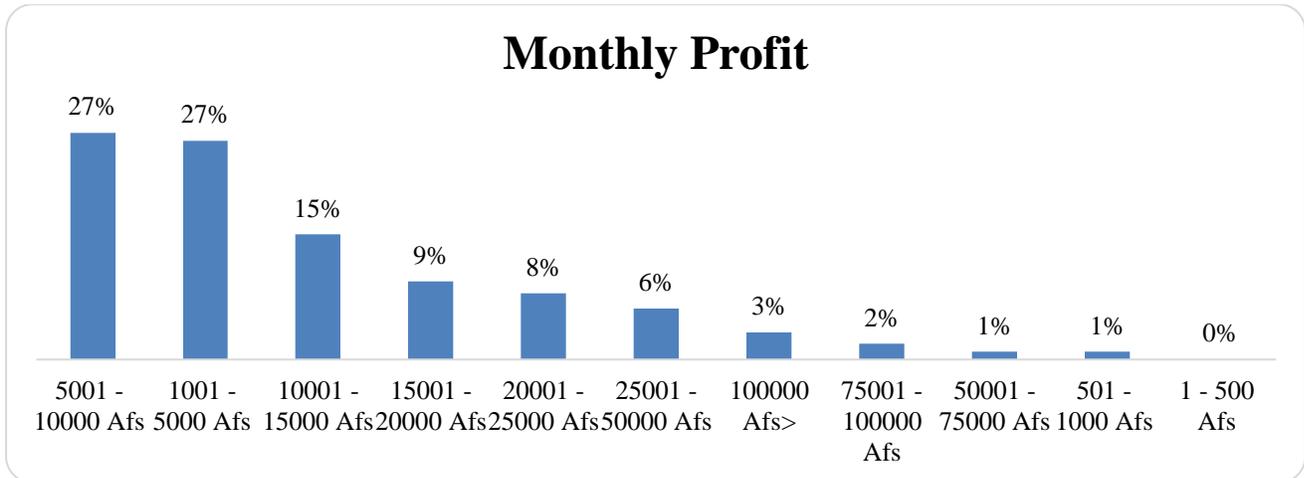


**All BPs Monthly Net Profit Analysis**

Data was assessed to identify the monthly net profit of all BPs to determine net profits. More of BPs, 27%, monthly net profit was between AFN. 5,001-10,000, followed again by 27%, between AFN. 1,001-5,000, 15%, between AFN. 10,001-15,000, 9%, between AFN. 15,001-20,000, 8%, between AFN. 20,001-25,000, 6%, between AFN. 25,001-50,000, 3% between AFN. Above 100,000, 2%

AFN. between AFN. 75,001- 100,000, 1%, between AFN. 50,001-75,000, 1% between AFN. 501 – 1,000 and none 0% was between AFN 1 - 500.

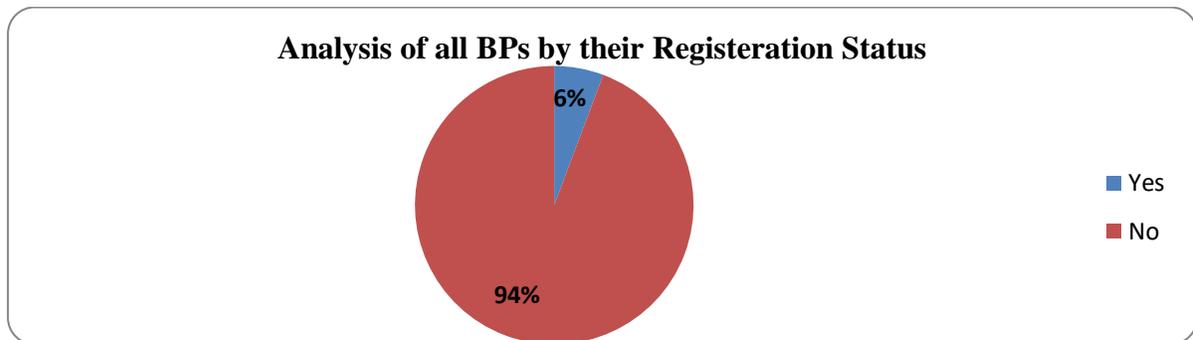
**Graph 9: General Analysis of all BPs by Monthly Net Profit**



**All BPs Business Registration Status Analysis**

In their initial stages, it was interesting to learn the legal registration status of the Tashabos students’ businesses, if any were registered. This year the status is the same as last year 6% that they registered their businesses. The remaining 94% were not registered.

**Graph 10: General Analysis of all BPs by Registration Status**



**All BPs Businesses’ Registration Authorities Analysis**

TEO team was also interested to learn where the 6% businesses were registered. The assessment found that all 100% were registered with a municipality.

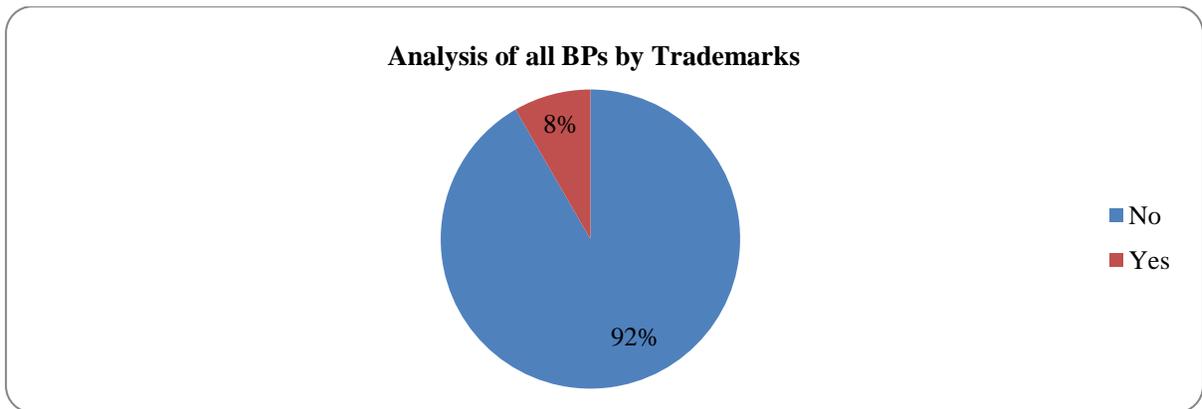
**Graph 11: General Analysis of All BPs by Businesses' Registration Authorities**



**All BPs' Trademarks Analysis**

Data was analyzed to determine if the businesses possessed trademarks. This year looking at the legal status of the registered businesses that all were registered with a municipality and the possession of trademark was 8% and 92% did not have trademarks.

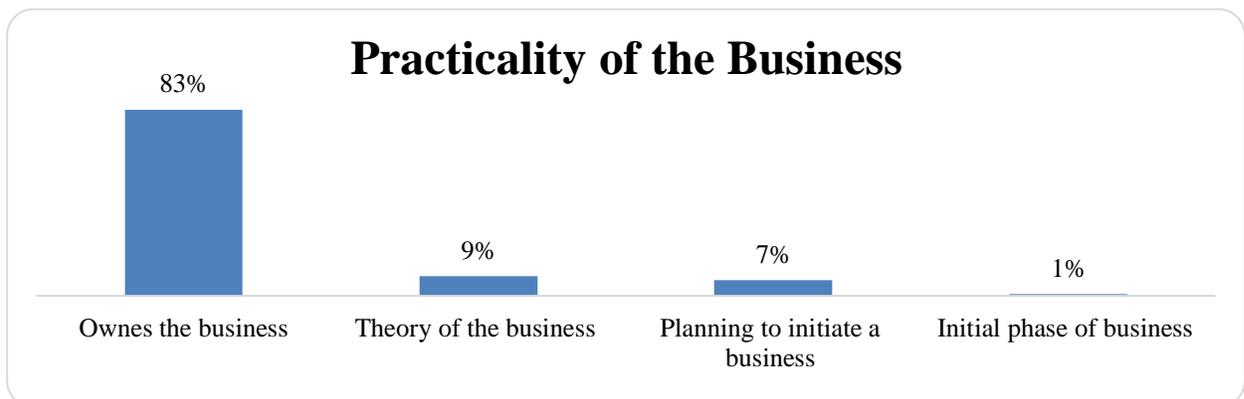
**Graph 12: Analysis of all BPs by Trademarks**



**All BPs' Business Status and Startup Analysis**

The BPs data was assessed for the business status and startup. Over three quarters (83%) of the Tashabos students were running a business they own, 9% were in the theory stage of the businesses, 7% were planning to initiate businesses and 1% were in the initial phase of business.

**Graph 13: Analysis of all BPs by Business Status and Startup**



### All BPs Main Categories by Province Analysis

A general analysis of all the BPs shows three main categories, vocational work 30%, sales 18% and food items 18% were the main categories.

However, this differs from province to province in the provincial analysis. In Kabul Province more of BPs, 37%, were written in vocational work, 20% in sales and 10% food items. In Parwan Province, 36% vocational work, 27% in sales and 27% in production. In Nangarhar Province, 37% food items, 16% in sales/vocational and 16% in production. In Bamyan Province, 29% electrical engineering, 21% in services and 21% in vocational work. This year Parwan and Bamyan Provinces were able to hold BPCs, which are reflected in the below table 3.

**Table 3: All BPs Main Categories by Province**

Kabul		Parwan		Nangarhar		Bamyan	
<b>Vocational Work</b>	37%	<b>Vocational</b>	36%	<b>Food items</b>	37%	<b>Electrical Engineering</b>	29%
<b>Sales</b>	20%	<b>Sales</b>	27%	<b>Sales/Vocational</b>	16%	<b>Services</b>	21%
<b>Food items</b>	10%	<b>Production</b>	27%	<b>Production</b>	16%	<b>Vocational</b>	21%

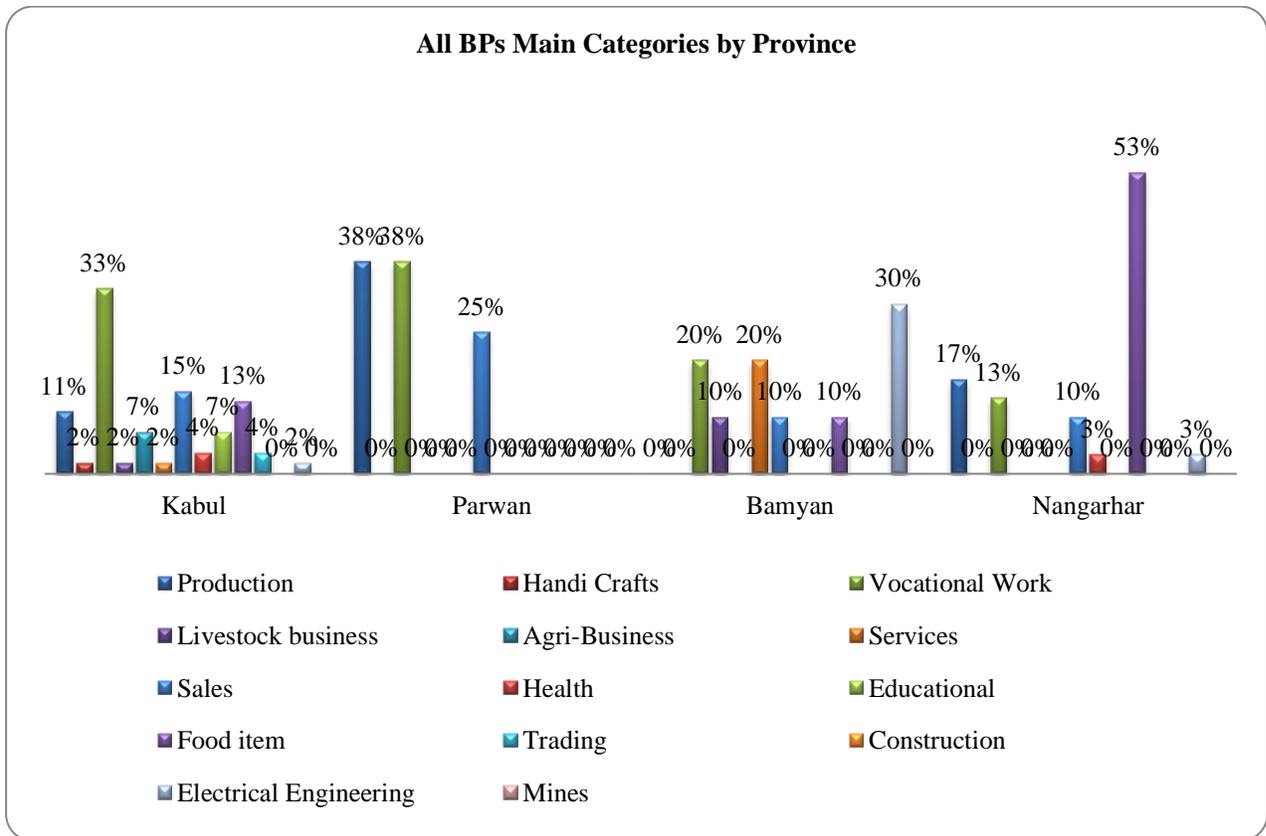
### ALL TOP 10 BPs PROVINCIAL ANALYSIS

TEO organized eight BPCs out of 29 Tashabos high schools in four provinces. Looking into the Tashabos 29 high schools' Top 10 data, among 103 contesters, more of the boys 83% wrote BPs, which is true in all provinces, this is because of the girls' schools closure.

### All Top 10 BPs Category Analysis by Province

Graph 14 shows, in Kabul Province more of the BPs by the Top 10, 33% were written in vocational work followed by production 15% and livestock 13%. In Parwan Province more of the BPs by the Top 10, 38%, were written in production and vocational work each, followed by sales 25%. In Bamyan Province more of the BPs by the Top 10, 30% were written in electrical engineering, 20% were written in vocational work and services each, followed by livestock, sales and food items 10% each. In Nangarhar Province more of the BPs by the Top 10, 53%, were written in food items, followed by production 17% and vocational work 13%.

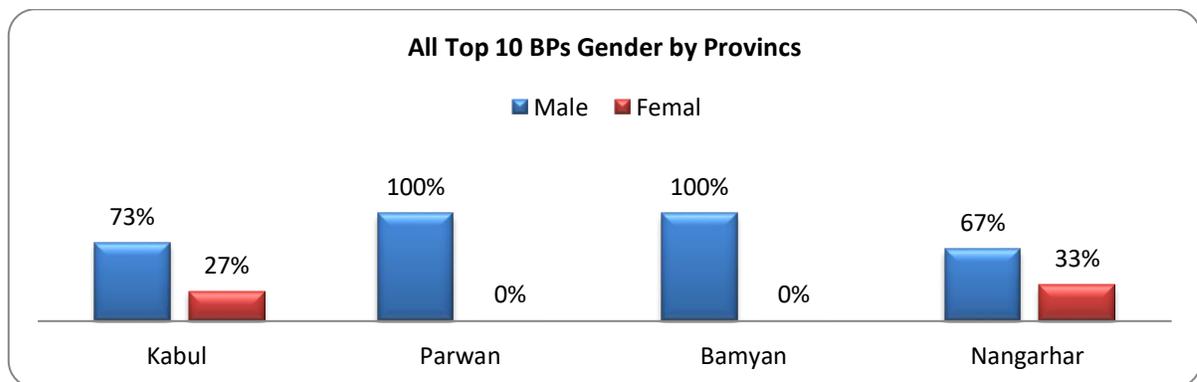
**Graph 14: All Top 10 BPs Categories by Province**



**All Top 10 BPs Gender Analysis by Province**

Graph 15 shows the Top 10 BPs gender analysis by province. More of the boys (73%) and 27% of the girls in Kabul wrote BPs. Also more of the boys 67% and 33% of the girls in Nangarhar wrote BPs. However, all of the boys 100% in Parwan and Bamyan Provinces wrote BPs. The alter two schools because of the girls schools’ closure could not convince the provincial educational authorities to include girls in the Tashabos activities such as in Kabul and in Nangarhar Provinces.

**Graph 15: All Top 10 BPs Gender Analysis by Province**

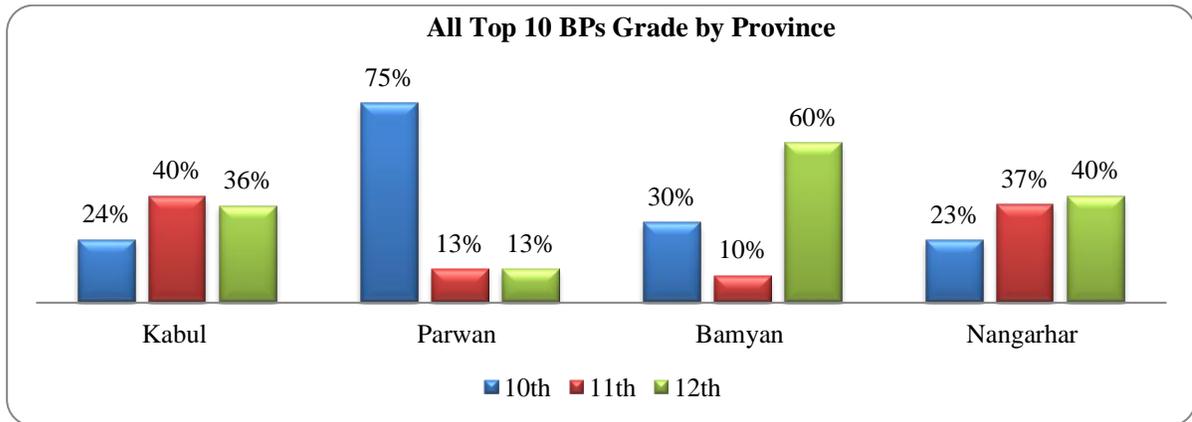


### All Top 10 BPs Grade Analysis by Province

This year, more of the Tashabos students 40% of Grade 11 in Kabul, 75% Grade 10 in Parwan, 60% of Grade 12 in Bamyan and 40% of Grade 12 in Nangarhar wrote BPs. Interestingly, the variation in Kabul and Nangarhar among the three grades is not that big as in Parwan and Bamyan. Grades 10 in Parwan and Grade 12 in Bamyan wrote the majority of the BPs.

This is followed by Grade 12 in Kabul (36%) and Grade 10 (24%), wrote BPs. Grade 11 and Grade 12 each in Parwan (13%) write BPs. In Bamyan 30% Grade 10 and 10% Grade 11 wrote BPs and in Nangarhar 23% Grade 10 and 37% Grade 11 wrote BPs.

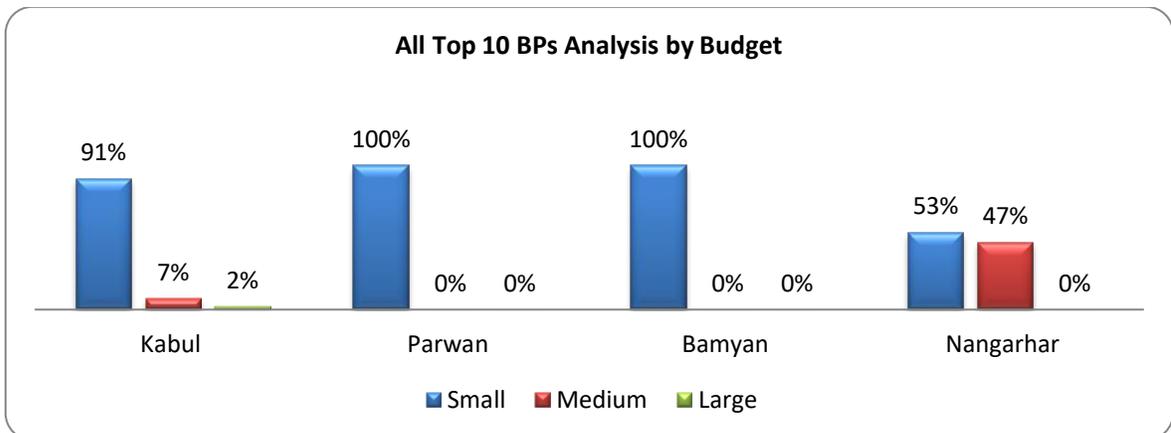
**Graph 16: All Top 10 BPs Grade Analysis by Province**



### All Top 10 BPs Budgets Analysis

TEO's criteria for budgets are small. Because the budget criteria were well communicated to the students by their Tashabos teachers, more of the students considered budgets based on the criteria. Therefore, majority of the BPs (91%) in Kabul had small budget, 7% medium and 2% large budgets; while in Parwan and Nangarhar all of the BPs 100% had small budgets. However, majority (53%) in Nangarhar had small budget, while (47%) had medium and none had large budgets.

**Graph 17: All Top 10 BPs Budget Analysis**



## **TEO BACKGROUND**

Established in December 2010, the Tashabos Education Organization (TEO) is a youth focused organization that promotes responsible citizenship and leadership, good governance and lessons in entrepreneurship toward small and medium business participation in the market economy. It also introduces networking to high school students in Grades 10, 11 and 12 in Kabul, Nangarhar, Parwan and Bamyan Provinces. There are over 21,000 students in the program, including girls (65%) and boys (35%) and graduating around 10,000 students complete the program annually.

TEO grew out of a Center for International Private Enterprises (CIPE) project to promote entrepreneurship among youth, particularly those in high school. National Endowment for Democracy (NED) funded, TEO teaches youth the skills to become entrepreneurs through educational activities, including training on market-based economies, fighting poverty and corruption, and the promotion of good governance and ethical business practices. Tashabos teaching prepares students with knowledge, skills, attitudes, values, management and leadership. It strives to inspire youth towards creativity and innovation to be socio-economically empowered. The National Endowment for Democracy (NED) funded TEO.

TEO is a Kabul-based indigenous, nonprofit, nongovernmental organization registered with the Ministry of Economy dated December 6, 2010 (15/09/1389) with number 1877 and Ministry of Women's Affairs. TEO is member of the Agency Coordinating Body for Afghan Relief and Development (ACBAR). TEO has an active board of highly qualified members, and collaborative Memorandums of Understanding with the Ministry of Education (MoE), Ministry of Industry and Commerce (MoIC), and the Afghanistan Chamber of Commerce and Industries (ACCI). TEO has an active board of highly qualified volunteer members.

The Tashabos program has a three prong approach: a) teaching the Tashabos curriculum, student pre- and post-tests, and capacity building of teachers; b) student entrepreneur product exhibitions in the schools, outside schools and in Tashabos exhibition rooms; and c) the schools' Business Proposal Writing Competitions (BPCs), a 12 step process beginning with the Tashabos teachers who encourage and assist students in writing business proposals culminating in a national event when an independent jury assess the Final Top 10 contesters in front of audience of around 200 participants of Tashabos students, teachers, schools' principals, media and representatives of ministries, international community and civil society in Kabul City.

TEO is a model, led by examples, and a competency based organization with committed human capital serving humanity through sustainable approaches. TEO is voice of the budding entrepreneurs.

The TEO's mission is to advance the spread of democratic principles and sustainable development through the education of our youth.

**Vision:** Develop innovation and creativity in young entrepreneurs

**Mission:** The TEO's mission is to advance the spread of democratic principles, self-reliance and sustainable development through the education of our Afghan youth.

**Goal:** Engendering Entrepreneurship in Afghan Youth

**Objective:** To instill in Afghan youth an awareness of the values of entrepreneurship, market economics, and self-reliance



*Figure 3: Top 10 Tashabos Students Business Proposal Competition*



*Figure 4: Top 10 Tashabos Students Business Proposal Competition*