

TASHABOS GRADUATES/ALUMNI SURVEY WITH SOME SORT OF BUSINESSES REPORT 2022 - 2023



Figure 1: Tashabos Graduation Certificates Awards in Rabia, Abol Qasim, and Mariam Girls High School

THE GRADUATES/ALUMNI SURVEY ALLOWED TEO TO GET A RATHER COMPLETE INFORMATION ABOUT THE TANGIBLE IMPACTS OF THE TASHABOS PROGRAM AT THE COMMUNITY LEVELS.

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TABLE OF CONTENTS

GOAL OF THE ASSESSMENT	3
OBJECTIVES OF THE ASSESSMENT	3
SAMPLE SIZE AND SAMPLING	3
SAMPLE SIZE:	3
SAMPLING:	3
ASSESSMENT SITES:	3
DATA COLLECTION METHODOLOGIES:	3
STRUCTURED INTERVIEWS	3
SUMMARY	0
OBJECTIVES AND OUTCOMES	1
OBJECTIVE	1
THE TASHABOS PROGRAM	1
GENERAL CHARACTERISTICS OF TASHABOS STUDENTS	2
GENDER OF THE GRADUATES WITH BUSINESSES	3
GENDER OF THE GRADUATES WITH BUSINESSES	3
LOCATION OF THE GRADUATES WITH BUSINESSES	4
YEARS OF THE GRADUATES WITH BUSINESSES	4
STUDENTS WITH BUSINESS OWNERSHIP	5
STUDENTS WITH BUSINESS OWNERSHIP.....	5
PARTNERSHIP OF THE BUSINESSES	5
CURRENT STATUS OF THE BUSINESS	6
NUMBER OF EMPLOYEES/WORKERS STUDENTS HAVE.....	7
STUDENTS FUTURE PLAN.....	8
TASHABOS STUDENTS HAVE BUSINESS LICENSES	8
TASHABOS STUDENTS PAY BUSINESS TAX	9
TASHABOS STUDENTS FUTURE BUSINESS PLAN	9
THE EFFECT OF THE TASHABOS KNOWLEDGE IN BUSINESS STARTUP.....	10
TYPE OF ASSISTANCE IN THE BUSINESS STARTUP	10
TASHABOS SUBJECT EFFECTIVENESS ON STUDENTS BUSINESS.....	10
TASHABOS EFFECTIVE SUBJECTS FOR BUSINESS RUNNING.....	11
INNOVATIVE CHANGES GRADUATES BRINGS USING TASHABOS SUBJECT	11
STUDENTS EAGER TO GET MEMBERSHIP OF TASHABOS STUDENT NETWORK.....	12
STUDENTS ACTIVITIES FOR NETWORK IMPROVEMENT	12
NETWORK MEMBERS EXPECTATION	13
COMMON CHALLENGES WHICH STUDENTS FACE	13
CONCLUSIONS	14
ORGANIZATIONAL DEVELOPMENT	15

Goal of the Assessment

The overall goal of the study was to explore the effectiveness of Tashabos program in terms of changing the socioeconomic lives of students.

Objectives of the Assessment

The specific objectives of the study were:

- To understand the situation of the Tashabos graduates and alumni after they studied and went through the Tashabos program.
- To assess the contribution of Tashabos program in transforming the students towards a change in their socioeconomic lives.

Sample Size and Sampling

Sample Size:

A sampling method was applied considering the universally accepted sample size calculators. Therefore, considering the 5% confidence interval, 95% confidence level and the graduates of many years, the sample size was selected for the study was 100, while TEO covered 138.

Sampling:

Since covering the entire students seems implausible with the study considering the time limitation, sampling methodologies was applied to achieve a sufficient number of the program beneficiaries for the study so that the study results are credible. In order to have a clear picture of targeted group of the students. It is already mentioned that it was impossible to interview the entire students for the purpose of the effectiveness of the Tashabos in improving the socioeconomic indicators of the students. Therefore, the population for the study is defined. The study used the probability sampling method because chance of participation in the study was provided to every students fitting the inclusion criteria. In order to have a valid data collection, the defined sampling methodologies and sample size would be followed to reduce sampling biases, over coverage and under coverage.

Assessment Sites:

The assessment was conducted in 4 provinces across 35 high schools' graduates/alumni out of 43 high schools that TEO used to support, which were reduced to 29 high schools as of the reduction in the budget in 2020/21. Of the 43 schools, 19 schools were female schools while the remaining 16 were male schools. The high schools disaggregation by province that 23 schools were in Kabul province, 3 in Nangarhar province, 5 in Bamyan and 4 in Parwan province. It should be mentioned that TEO this time provide the support of teaching the subject in 29 high schools.

Data Collection Methodologies:

In order to have collected sufficient information from the graduates/alumni, structured questionnaires were developed for the purpose.

Structured Interviews

The bulk of the information from the target population in the study was collected after administering structured interviews. The structured questionnaire was used to collect both quantitative and qualitative data. The structured questionnaire was used to collect information about the effectiveness of the program from the graduates/alumni.

SUMMARY

The Tashabos Educational Organization (TEO) with financial support from the National Endowment for Democracy (NED) manages the Tashabos entrepreneurship high school curriculum program in Kabul, Nangarhar, Parwan and Bamyan Provinces involving over 20,000 high school students (63% girls) and graduating around 8,000 students annually. Since 2015, all together to date 88,976 Tashabos students passed their Grade 12 completing a cycle of three years Grades 10, 11 and 12 and graduated and become Tashabos alumni.

TEO annually distribute the Grade 12 certificates for those who complete the Tashabos program three years cycle. This year 5,909 students passed Grade 12 and received Tashabos program completion certificates from TEO. The certificates were co-signed by Ministry of Education Deputy Minister Mr. Muwavi Keramatullah Akhundzada and Tashabos Educational Organization Executive Director Mr. Fazel Rabi Haqbeen. All the certificates distributed are stamped with serial numbers. The total number of 25 high schools including 19 girls' high schools Grade 12 graduated students received the certificates according to the related schools verified statistics of the students at three provinces of Kabul, Parwan, and Bamyan. Several times Tashabos teachers and graduated students have mentioned about the value and importance of this certificates that they received. Due to educational year difference of Nangarhar province the graduates of the Nangarhar will receive the certificates toward the end of educational year.

As detailed under the assessment sites, TEO team interviewed and gathered data from 138 Tashabos graduates/alumni, to find out how many own businesses. TEO looked into the Tashabos graduates/alumni of past several years and opted to interview the graduates between 2015 to 2018 rather fresh graduates. In the Afghanistan context pertaining security, cultural and social issues, participation of over one quarter of the girls is still a high number, who responded that they have developed businesses. This as in other TEO Tashabos surveys is clearly reflecting the enthusiasm of girls. When the respondents were asked if they own the businesses or not. About two responded "Yes they own the businesses". TEO team wanted to know if the businesses were launched individually or in partnership. It was known that about one quarter of the businesses were established in partnership, while majority were established individually.

The continuation and sustainability was a question with the TEO team. When the respondents were asked about their status of the businesses, more than half of the respondents said, "Their businesses are running normal. To further assess about the employees and workers the students have in their businesses, the respondents were asked about the numbers of the employees, over half of the respondents said they have 1-5 employees/workers. The future plan of the respondents was necessary to understand and provide detail in the assessment. Respondents were asked about their future business plans to express, about three quarters said, "Expansion of the business". When the Tashabos students respondents with businesses were asked, if they had business licenses, over one quarter said, "Yes". The data exactly show that those who have business licenses, pay the tax. When the respondents were asked if they pay the tax, same over one quarter said, "Yes".

The Tashabos program is covering various topics necessary for initiating a business. Therefore, all the respondent students were asked if Tashabos was effective in the business startup. As expected almost all the students mentioned that Tashabos was effective in the business startup and initiating a new business. In order to know changes if the graduates brought, TEO team asked by using the Tashabos subject knowledge, what innovative changes you brought in your business? Nearly one third said, "Many innovations (new products, brand name, label etc.)".

It was also important to know about the problems the graduates with businesses face, TEO team asked so far, what challenges you faced in your business? Almost one third said, “Security and financial problems”, about one quarter said, “No problems”, same percentage said, “Lack of equipment and effective marketing”, almost one in ten said, “Transportation and money exchange rate problems”, and the rest said, “Power energy, business license and tax system”, “Lack of family support” and, “Business competitors”.

TEO has been able to create a great platform for the students with ultimate vision of students’ economic empowerment because there were a higher number of the students who had utilized their gained knowledge in improving their business or securing employments for themselves. All the target groups of the study advocated for the incorporation of the subject into the national curriculum. The graduates survey allowed TEO to get a rather complete information about the tangible socio-economic impacts of the project at the community levels.

OBJECTIVES AND OUTCOMES

Engendering Entrepreneurship in Afghan Youth

Objective

To instill in Afghan youth, the values of entrepreneurship, market economics, and democracy

Tashabos teaches self-reliance, self-employment, social and economic empowerment of women, child protection and youth development through three components:

1. The Tashabos subjects are taught in Pashto or Dari in Grades 10, 11 and 12, along with giving pre- and post-tests, and capacity building of teachers.
2. Exhibitions of Tashabos student-entrepreneur products in the schools and outside the schools, and also maintaining a Tashabos exhibition room in many of the schools.
3. The Tashabos schools’ Business Proposals Writing Competitions (BPCs), a 12 step process beginning with the Tashabos teachers who encourage and assist students in writing business proposals, culminating in Kabul with the national Final Top 10 Business Proposals’ Competition.

THE 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, sixty 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 20,000 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 Tashabos over 20,000 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 Bamyán Provinces as well as from various departments in the Ministry of Education and specific schools have asked for expansion of the Tashabos program. With the funds availability TEO would be able to respond to the requests and expand Tashabos to other provinces.

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/>

GENERAL CHARACTERISTICS OF TASHABOS STUDENTS

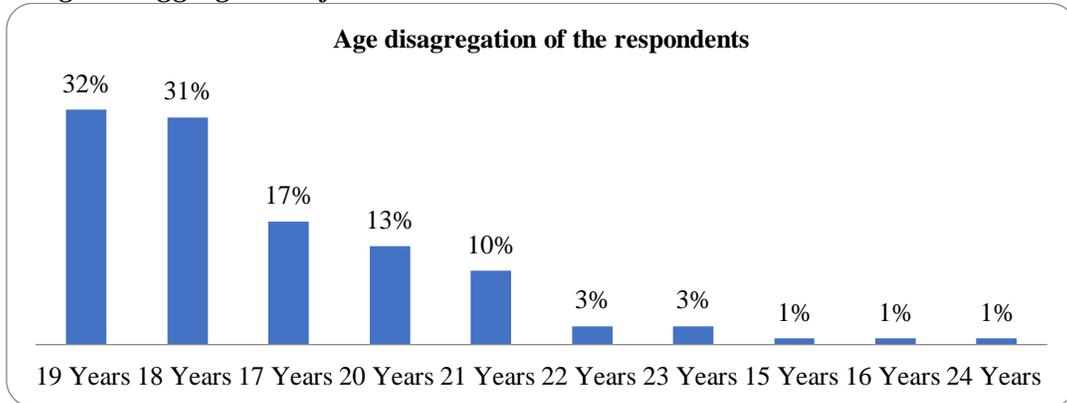
TEO team felt the necessity of the information about general characteristics of the interviewees, so the team gathered data in this regard.

Age of the Graduates/Alumni with Businesses

TEO team interviewed and gathered data from 138 Tashabos graduates, who started and own businesses. Graph 1 shows that more of the students were of age 19 (32%) and (31%) 18 years

old, followed by (17%) 17 years, (13%) 20 years, (10%) 21 years old. The findings again as in the job survey reflect that majority of the high school graduates are between 19 to 22 years old. These findings are in line with the public schools' entry level of Grade 1, which is at age seven and graduate at age around 19 years old.

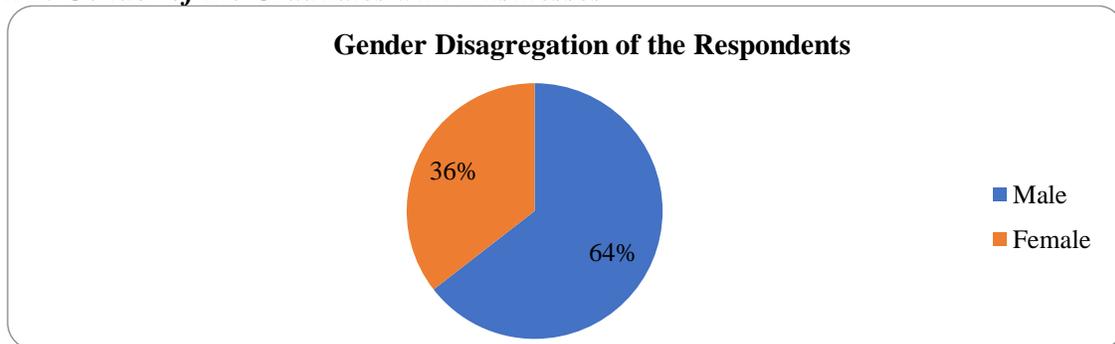
Graph 1: Age Disaggregation of the Graduates with Businesses



Gender of the Graduates with Businesses

Graph 2 shows that more boys (64%) than girls (36%) were interviewed. In the Afghanistan context pertaining security, cultural and social issues, participation of the 36% of girls is still a high number, who responded that they have developed businesses. The high schools remained closed since change in the government on August 15, 2023, so this impediment added to the dilemma and the unprecedented crisis. This as in other TEO Tashabos surveys is clearly reflecting the enthusiasm of girls.

Graph 2: Gender of the Graduates with Businesses

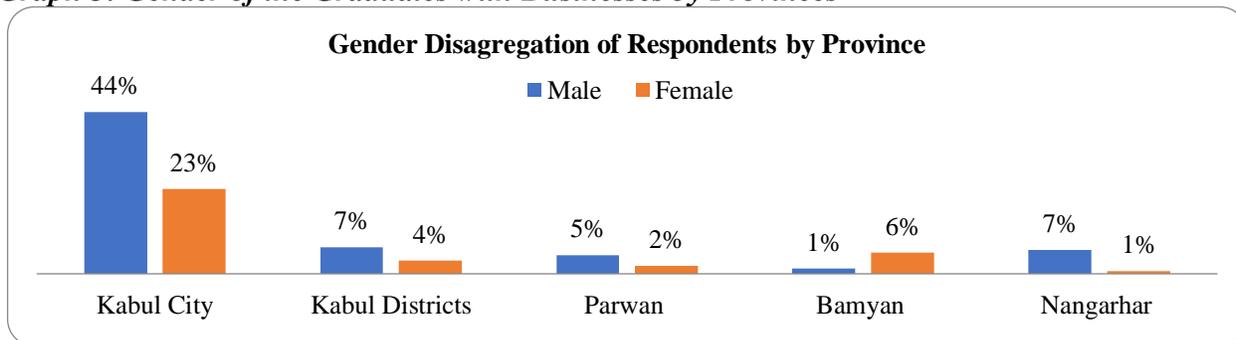


Gender of the Graduates with Businesses

It was also interesting to find the ratio of the gender of the graduates/alumni with businesses by province, so TEO team further played with the data and analyzed it. The graph 2 below shows that 44% male alumni with business, while 23% female alumni with business were from Kabul Province, 7% male alumni with business, while 4% female alumni with business were from Kabul Districts, 5% male alumni with business, while 2% female alumni with business were from Parwan Province, 1% male alumni with business, while 6% female alumni with business were from Bamyan Province and 7% male alumni with business, while 1% female alumni with business were Nangarhar Province.

Interestingly, 6% out of 7% of respondents were female alumni with business were in Bamyan, which shows high enthusiasm on the side of girls in Bamyan than in other provinces.

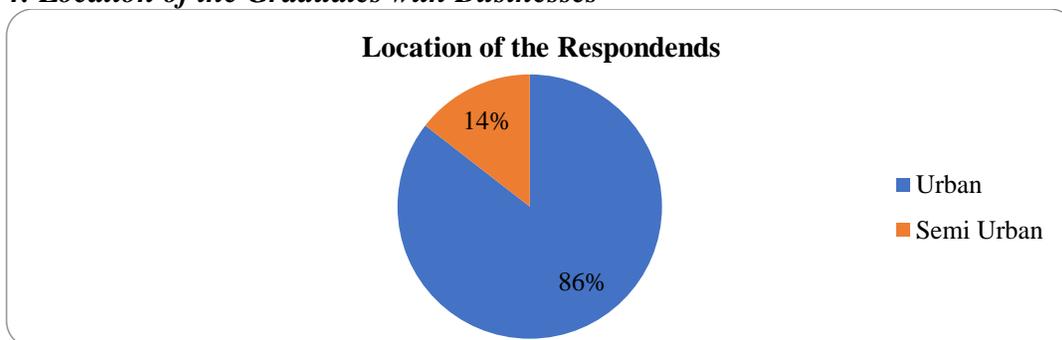
Graph 3: Gender of the Graduates with Businesses by Provinces



Location of the Graduates with Businesses

Looking into the location of the graduates with businesses, 86% of the respondents, the graduates/alumni with businesses were from urban areas, while 14% of the graduates/alumni with businesses from semi urban areas.

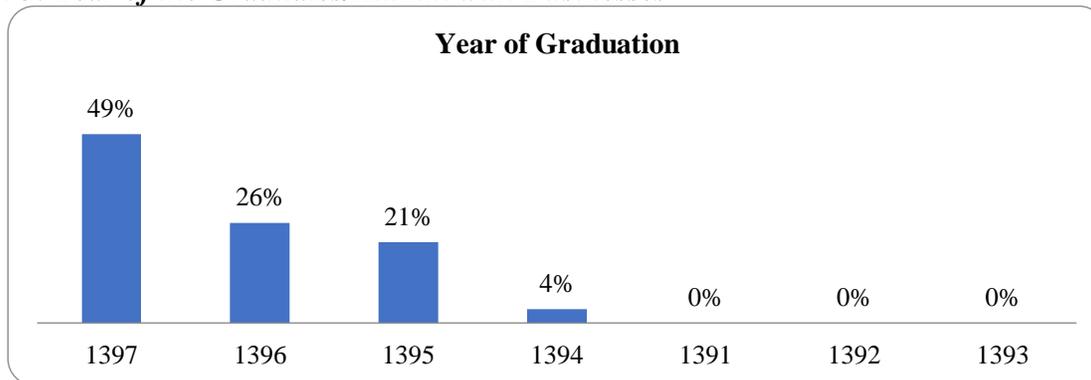
Graph 4: Location of the Graduates with Businesses



Years of the Graduates with Businesses

Looking into the history of the graduates, TEO team asked the respondent, the graduates with businesses, 49% graduated in 2018 (1397), 26% in 2017 (1396), 21% in 2016 (1395) and 4% in 2015 (1394). This clearly shows the linkages between TEO and the graduated alumni.

Graph 5: Year of the Graduates/Alumni with Businesses

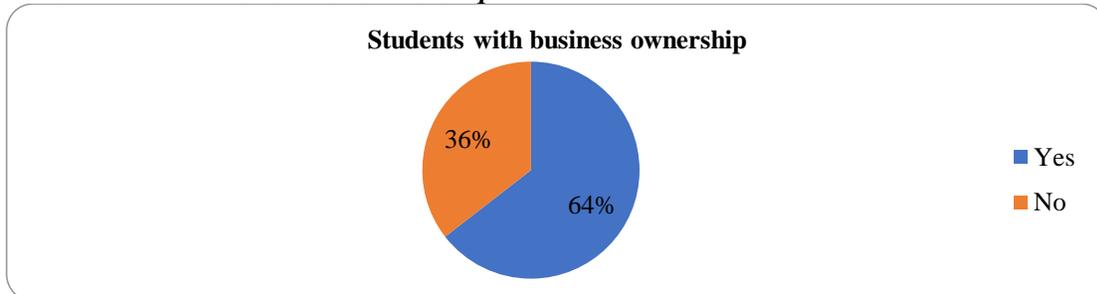


STUDENTS WITH BUSINESS OWNERSHIP

Students with Business Ownership

When the respondents were asked if they own the businesses or not. A big percentage 64% responded “Yes they own the businesses” and 36% said “No they do not own the businesses.”

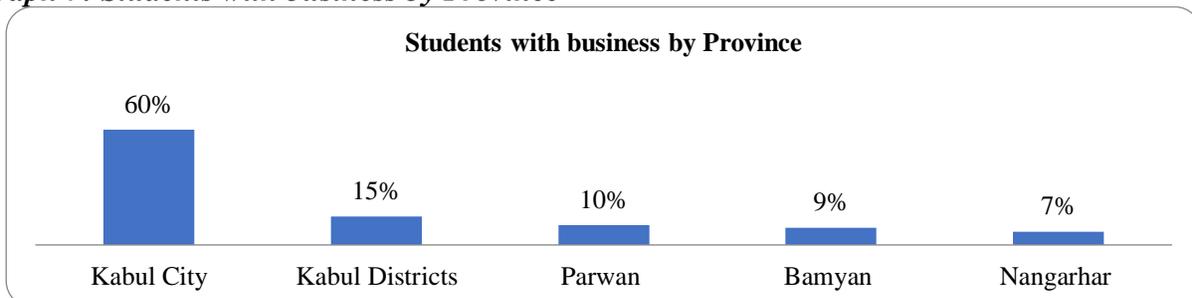
Graph 6: Students with business ownership



Students with Business by Province

TEO team further analyzed the data to identify the level of the Tashabos students with businesses by province. The data revealed that 60% of the businesses owned by the students in Kabul, 15% in Kabul Districts, 10% in Parwan, 9% in Bamyan and 7% in Nangarhar. The results are in conformity of the level of the numbers of the students in each of these areas.

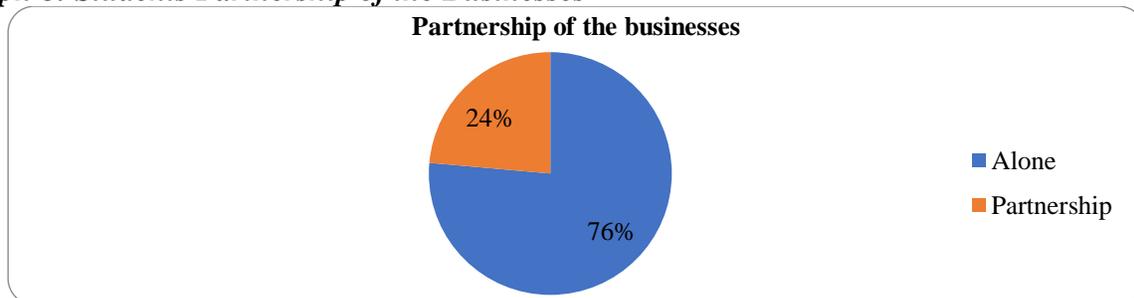
Graph 7: Students with business by Province



Partnership of the Businesses

TEO team wanted to know if the businesses were launched individually or in partnership. It was known that about one quarter 24% of the businesses were established in partnership, while majority 76% were established individually.

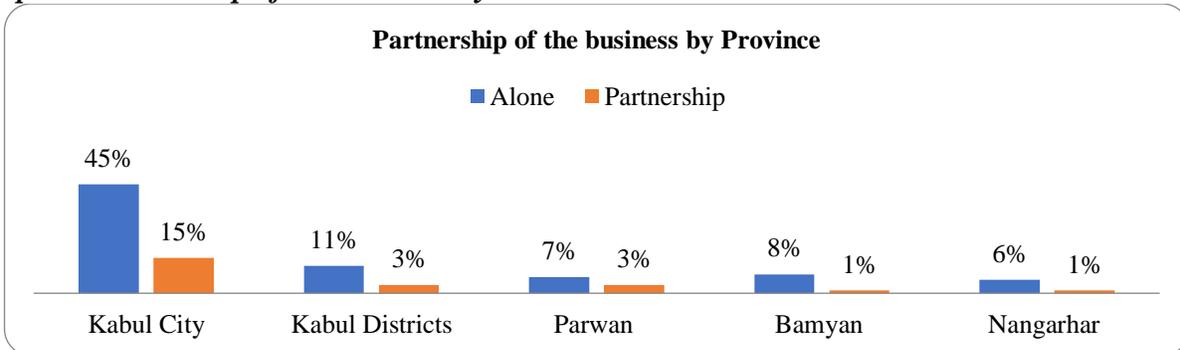
Graph 8: Students Partnership of the Businesses



Partnership of the Business by Province

TEO team further assessed the data of one quarter businesses in partnership by provinces. It was known that 15% in Kabul Province were in partnership, 3% in Kabul Districts, 3% in Parwan Province, 1% in Bamyan Province and 1% in Nangarhar Province.

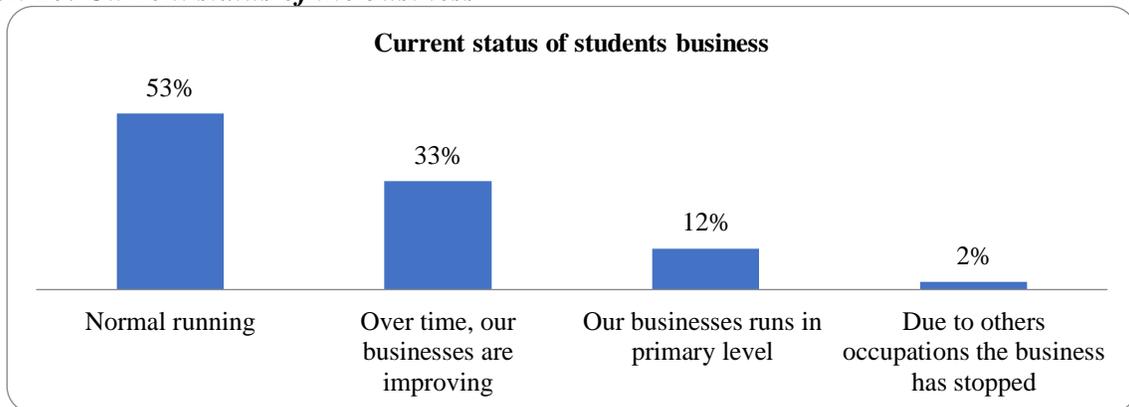
Graph 9: Partnership of the business by Province



Current Status of the Business

The continuation and sustainability was a question with the TEO team. When the respondents were asked about their status of the businesses, more than half of the respondents 53% said, “Their businesses are running normal”, 33% said, “Overtime our businesses were improving”, 12% said, “Our businesses run in primary level” and 2% said, “Due to other occupations the businesses have stopped”.

Graph 10: Current status of the business

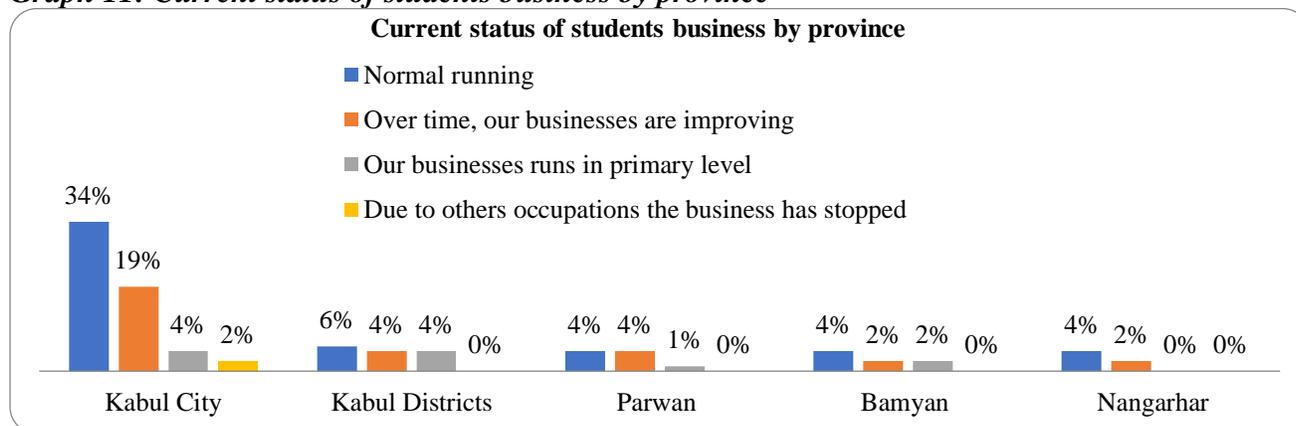


Current Status of Students Business by Province

TEO team further wanted to know the status of the students’ businesses by provinces. When the respondents in Kabul City were asked about their status of the businesses, 34% of the respondents said, “Their businesses are running normal”, 19% said, “Overtime our businesses were improving”, 4% said, “Our businesses run in primary level” and 2% said, “Due to other occupations the businesses have stopped”. In Kabul Districts 6% of the respondents said, “Their businesses are running normal”, 4% said, “Overtime our businesses were improving”, 4% said, “Our businesses run in primary level” and none 0% said, “Due to other occupations the businesses have stopped”. In Parwan Province 4% of the respondents said, “Their businesses are running normal”, 4% said,

“Overtime our businesses were improving”, 1% said, “Our businesses run in primary level” and none 0% said, “Due to other occupations the businesses have stopped”. In Bamyan Province 4% of the respondents said, “Their businesses are running normal, 2% said, “Overtime our businesses were improving”, 2% said, “Our businesses run in primary level” and none 0% said, “Due to other occupations the businesses have stopped”. In Nangarhar Province 4% of the respondents said, “Their businesses are running normal, 2% said, “Overtime our businesses were improving”, none 0% said, “Our businesses run in primary level” and none 0% said, “Due to other occupations the businesses have stopped”.

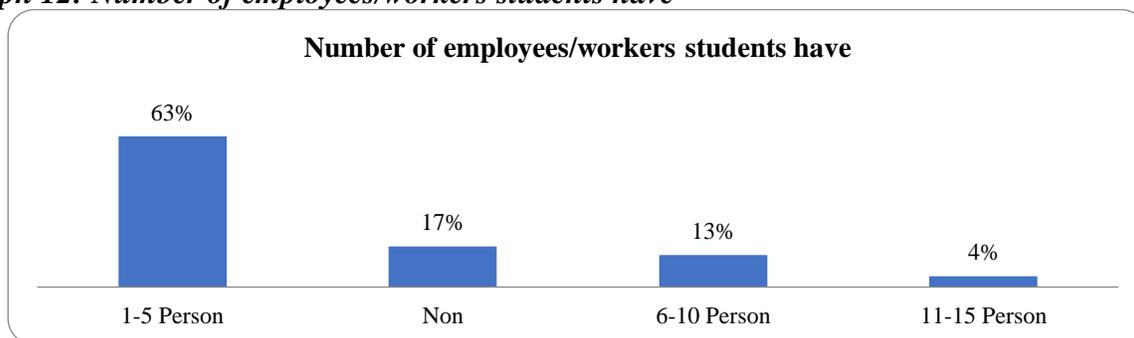
Graph 11: Current status of students business by province



Number of Employees/workers Students Have

To further assess about the employees and workers the students have in their businesses, the respondents were asked about the numbers of the employees, 63% said they have 1-5 employees/workers, 17% said, none, 13% said between 6-10 and 4% said between 11–15.

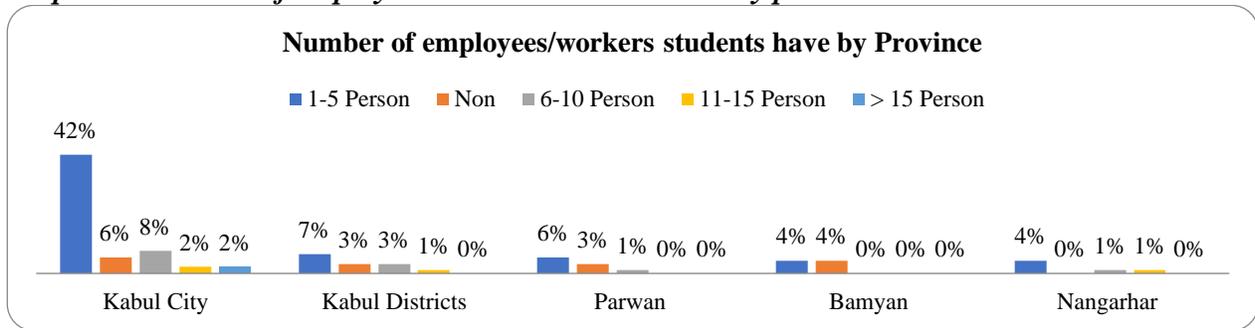
Graph 12: Number of employees/workers students have



Number of Employees/workers Students Have by Province

It was interesting to know the details of the numbers by province, so the analysis revealed that in Kabul City 42% said, they have employees/workers between 1-5, 8% said, between 6-10 and 2% said, between 11-15 as well as over 15. In Kabul Districts 7 % said, they have employees/workers between 1-5, 3% said, between 6-10 and 1% said, between 11-15 . In Parwan Province 6% said, they have employees/workers between 1-5, 3% said, between 6-10 and 1% said, between 11-15. In Bamyan Province 4% said, they have employees/workers between 1-5. In Nangarhar Province 4% said, they have employees/workers between 1-5.

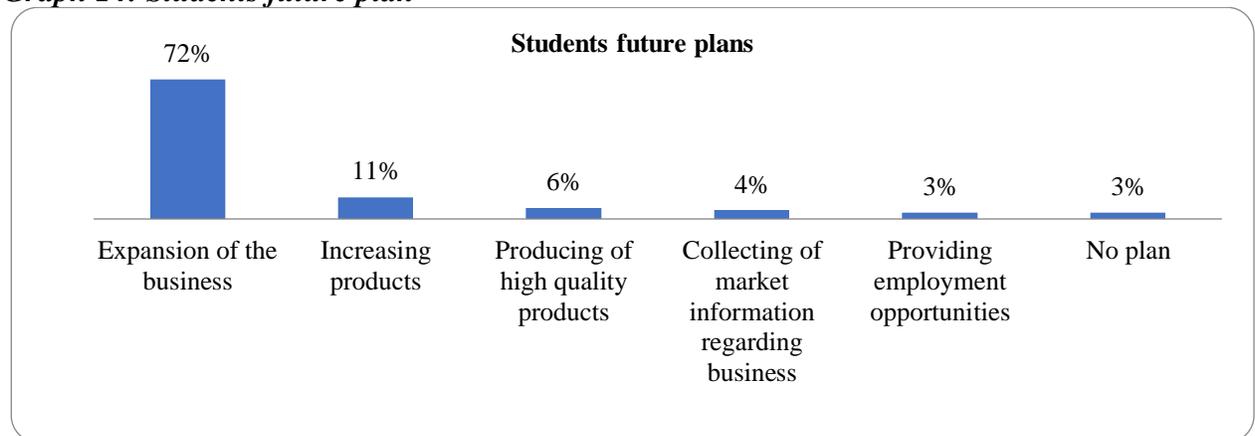
Graph 13: Number of employees/workers students have by province



Students Future Plan

The future plan of the respondents was necessary to understand and provide detail in the assessment. Respondents were asked about their future business plans to express, 72% said, “Expansion of the business”, 11% said, “Increasing products”, 6% said, “Producing of high quality products”, 4% said, “Collecting of market information regarding business”, 3% said, “Providing employment opportunities” and 3% said “No plan”.

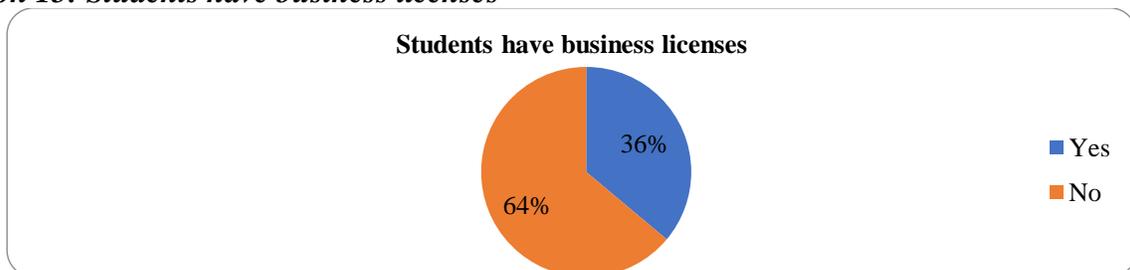
Graph 14: Students future plan



Tashabos Students Have Business Licenses

When the Tashabos students respondents with businesses were asked, if they had business licenses, 36% said, “Yes” and 64% said, “No”. It is obvious that Tashabos students in their initial stage of businesses would require time to mature and apply for the business licenses.

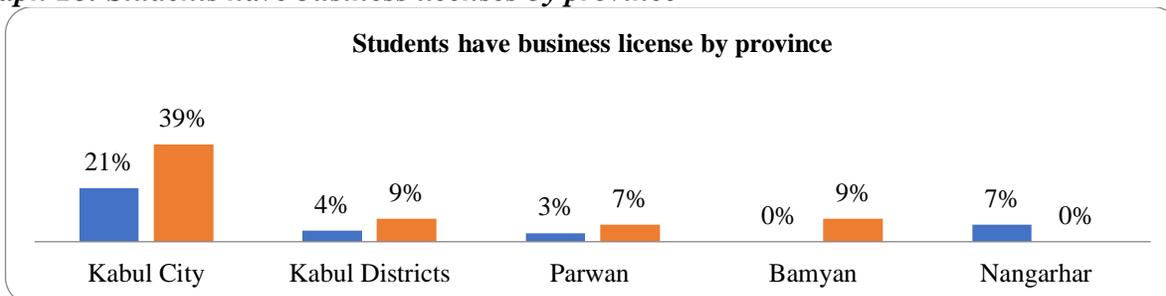
Graph 15: Students have business licenses



Tashabos Students Have Business Licenses by province

TEO team further assessed the Tashabos students respondents with businesses for their business licenses by province. The data show interesting variations that in Kabul City 21% had business licenses, while 39% did not, in Kabul Districts 4% had business licenses and 9% did not, in Parwan Province 3% had business licenses and 7% did not. However, the data show the remaining two provinces of Bamyan and Nangarhar in complete opposition that none in Bamyan had business license, while all 7% had business licenses in Nangarhar.

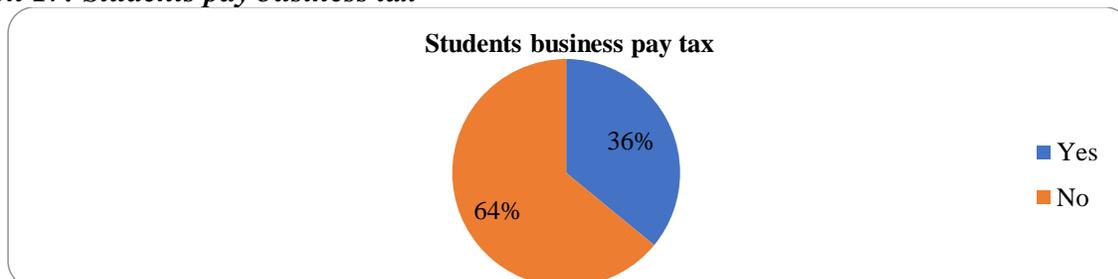
Graph 16: Students have business licenses by province



Tashabos Students Pay Business Tax

The data exactly show that those who have business licenses, pay the tax. When the respondents were asked if they pay the tax, 36% said, “Yes” and 64% said, “No”.

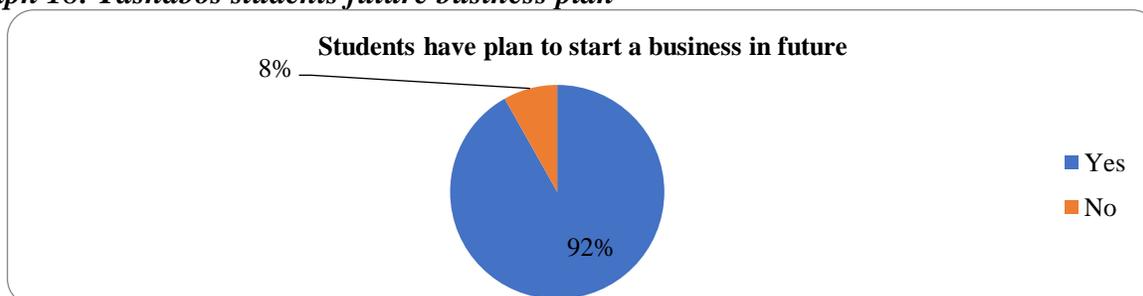
Graph 17: Students pay business tax



Tashabos Students Future Business Plan

Those who were not owning any business, so not paying tax, were further asked about their future business plans, if they have. A big majority 92% said, “Yes” that they have future business plan, while 8% said, “No” that they do not have any future business plans.

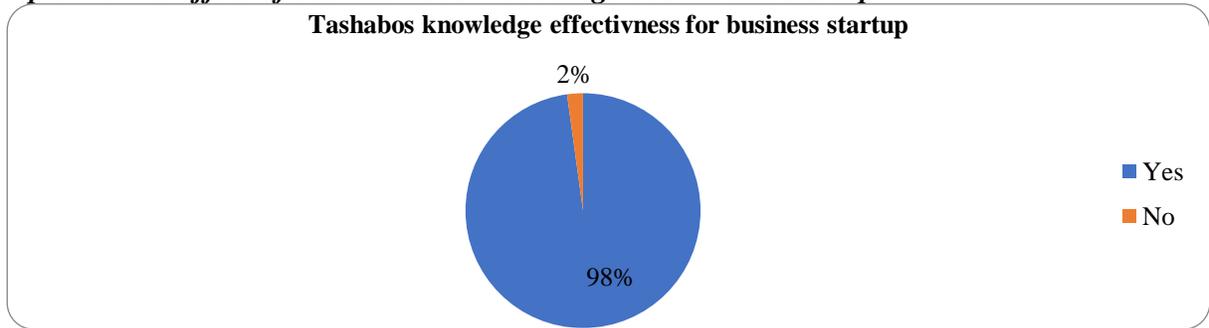
Graph 18: Tashabos students future business plan



The Effect of the Tashabos Knowledge in Business Startup

The Tashabos program is covering various topics necessary for initiating a business. Therefore, all the respondent students were asked if Tashabos was effective in the business startup. As expected a highest majority of the students (98%) mentioned that Tashabos was effective in the business startup and initiating a new business. Whereas, only 2% responded that the Tashabos program was not effective in the business startup.

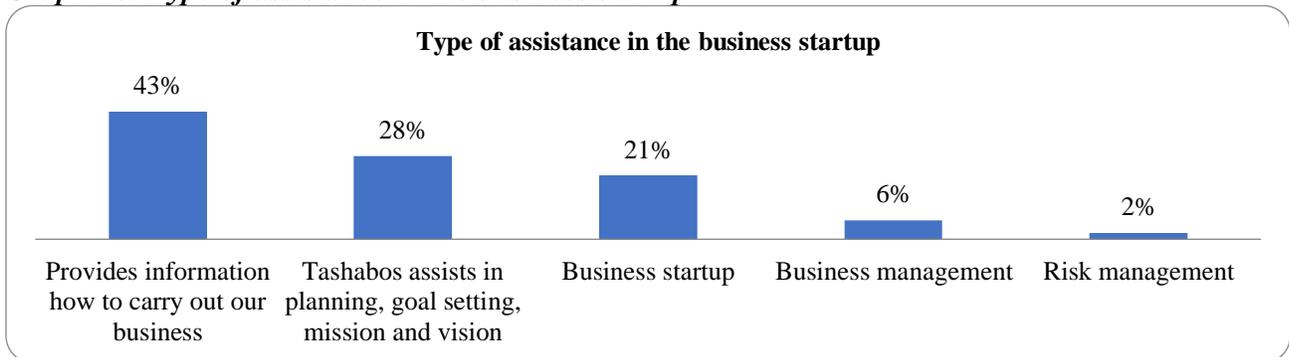
Graph 19: The effect of the Tashabos Knowledge in business startup



Type of assistance in the business startup

Looking into the high effectiveness of the Tashabos program that a huge number of the students admitted that Tashabos has helped them during initiating a new business, it was considered to know about the topics, which helped the students establish a new business with great outcomes. More of the students (43%) replied that Tashabos “Provides information how to carry out our businesses”, 28% said, “Tashabos assists in planning, goal setting, mission and vision”, 21% said, “Business startup”, 6% said, “Business management” and 2% said, “Risk management”.

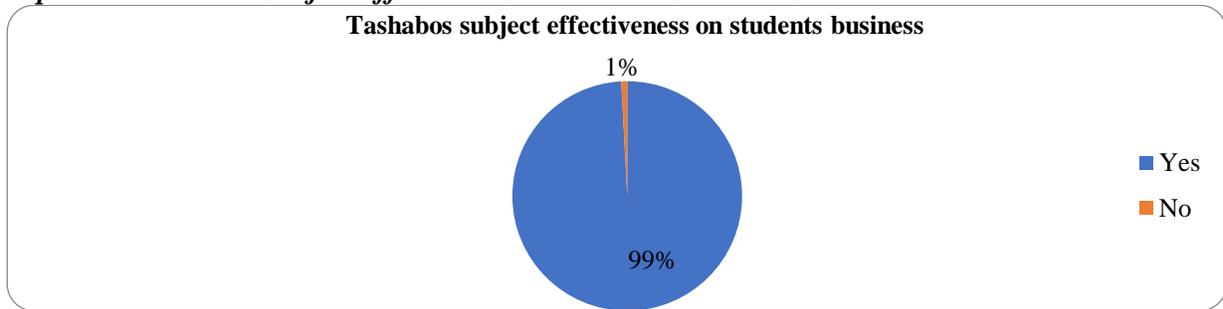
Graph 20: Type of assistance in the business startup



Tashabos subject effectiveness on students business

TEO Team further assessed the respondents with similar questions to see effect of the Tashabos subject on their businesses. Almost all the respondents, 99% again admitted that the Tashabos subject was effective on their businesses.

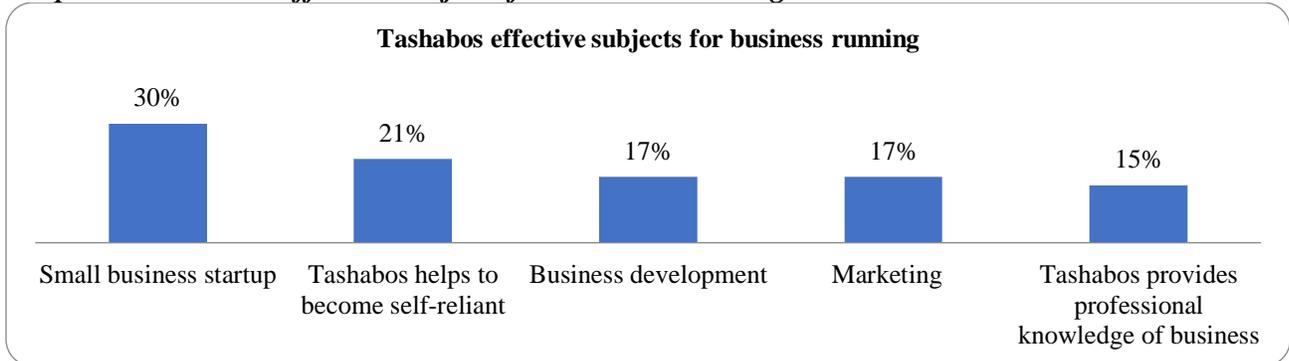
Graph 21: Tashabos subject effectiveness on students business



Tashabos effective subjects for business running

To know further about the effects of the Tashabos subject, TEO team asked about the effective subjects, 30% said, “Small business startup”, 21% said, “Tashabos helps to become self-reliant”, 17% said, “Business development”, 17% said, “Marketing” and 15% said, “Tashabos provides professional knowledge of businesses”.

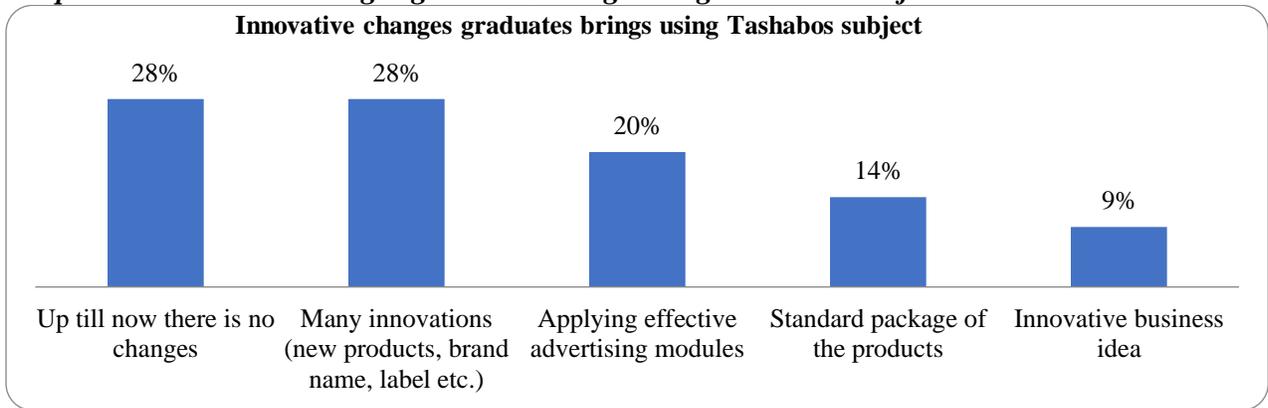
Graph 22: Tashabos effective subjects for business running



Innovative changes graduates brings using Tashabos subject

In order to know changes if the graduates brought, TEO team asked by using the Tashabos subject knowledge, what innovative changes you brought in your business? Nearly one third (28%) said, “Up till now there is no changes”, same percentage (28%) said, “Many innovations (new products, brand name, label etc.)”, 20% said, “Applying effective advertising modules”, 14% said, “Standard package of the products” and 9% said, “Innovative business idea”.

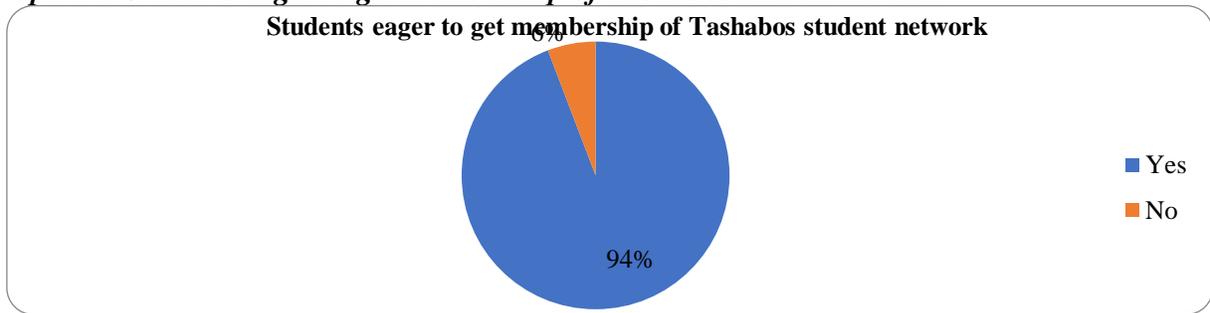
Graph 23: Innovative changes graduates brings using Tashabos subject



Students eager to get membership of Tashabos student network

In order to facilitate a Tashabos students’ network as a potential driven force, TEO team asked the respondents, do you want to be a member of Tashabos students network? A big majority (94%) said, “Yes”, while 6% said, “No”.

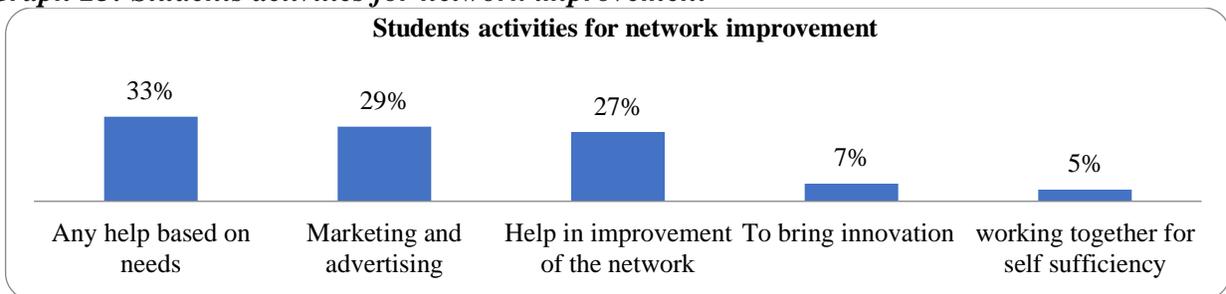
Graph 24: Students eager to get membership of Tashabos student network



Students activities for network improvement

Those who confirmed to be member of the Tashabos students’ network, were asked, what you can do for development of the network? Exactly one third (33%) said, “Any help based on needs”, 29% said, “Marketing and advertising”, 27% said, “Help in improvement of the network”, 7% said, “To bring innovation” and 5% said, “Working together for self-sufficiency” .

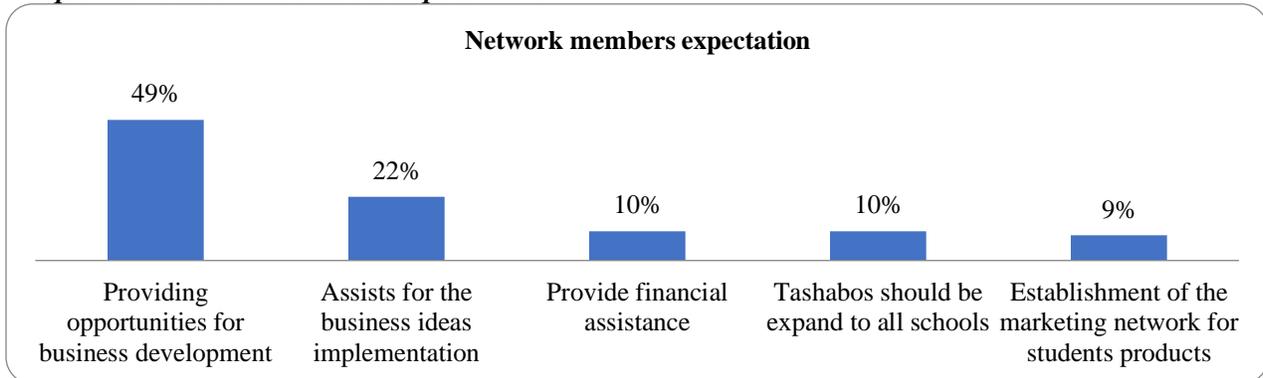
Graph 25: Students activities for network improvement



Network members expectation

The respondents were further asked, what will be your expectations from network? Almost half (49%) said, “Providing opportunities for business development”, 22% said, “Assists for the business ideas implementation”, 10% said, “Provide financial assistance” similarly 10% said, “Tashabos should be expand to all schools” and 9% said, “Establishment of the marketing network for students products”.

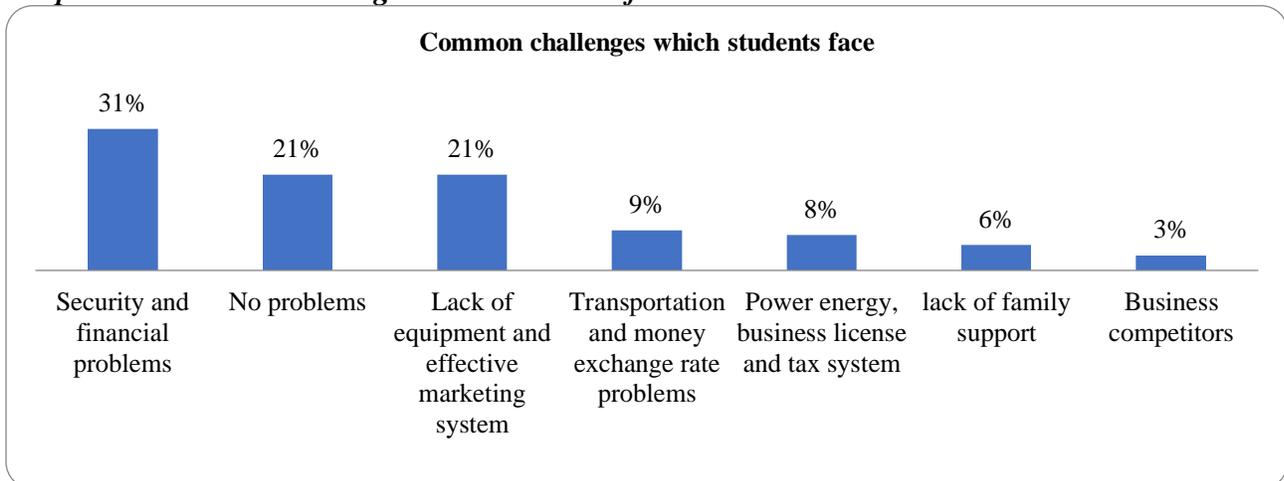
Graph 26: Network members expectation



Common challenges which students face

It was also important to know about the problems the graduates with businesses face, TEO team asked so far, what challenges you faced in your business? Almost one third (31%) said, “Security and financial problems”, 21% said, “No problems”, same percentage (21%) said, “Lack of equipment and effective marketing”, 9% said, “Transportation and money exchange rate problems”, 8% said, “Power energy, business license and tax system”, 6% said, “Lack of family support” and 3% said, “Business competitors”.

Graph 27: Common challenges which students face



CONCLUSIONS

Conclusion 1: TEO has been able to create a great platform for the students with ultimate vision of students' economic empowerment because there were a higher number of the students who had utilized their gained knowledge in improving their business or securing employments for themselves.

Conclusion 2: The project was successful in terms of tackling the obstacles against girls' engagement in family values and decisions because TEO has enabled the students to become economically empowered.

Conclusion 3: TEO has provided equal learning opportunities for the students of both urban and rural areas irrespective of their genders. The importance of the subject was highly sensible in the rural areas comparing urban areas and making the subject a substantial asset to the students in rural areas to become self-reliant.

Conclusion 4: Tashabos has helped a higher number of students in their business. Thus transforming their businesses into profitable ones. This in turn affects the family and beyond the society because working opportunities has been provided to many youths hindering them from social unfavorable engagements.

Conclusion 5: Topics for the subject have been selected with great curiosity because most of the students talked about the importance of the subject in their promotions as far as their businesses and employments were concerned. In addition, these topics have been linked to students' daily lives and improving the social aspects of the students.

Conclusion 6: The students were practically encouraged for businesses through business proposals and demonstrations. Most of the students had dared to take their products out of their houses and exposed them to the buyers. There were a lot of students highlighting the importance of the process for maturation of their business abilities.

Conclusion 7: All the target groups of the study advocated for the incorporation of the subject into the national curriculum.

Conclusion 8: The graduates survey allowed TEO to get a rather complete information about the tangible impacts of the project at the community levels.

ORGANIZATIONAL DEVELOPMENT

The *Tashabos Educational Organization* (TEO) is an indigenous, nonprofit, NGO that serves primarily high school students in Grades 10-12, building capacity and promoting lessons in business and market economics, responsible citizenship, leadership, and good governance. In addition to in-school programs, TEO facilitates networking among students from Kabul, Nangarhar, Parwan and Bamyan Provinces. Funded by NED, TEO grew out of a Center for International Private Enterprises (CIPE) project to promote entrepreneurship among high school students. In 2010, we were officially registered as an independent NGO with the Ministry of Economy and the (now closed) Ministry of Women's Affairs. TEO has MOUs with Ministry of Education, Ministry of Commerce and Industries, the then Ministry of Women's Affairs, and Afghanistan Women Chamber of Commerce. TEO is an active member of the Agency Coordinating Body for Afghan Relief and Development (ACBAR). Since its inception, the Tashabos program has achieved impressive results with limited resources, with annual enrollment exceeding 20,000 students at 29 high schools in Kabul, Nangarhar, Parwan, and Bamyan Provinces that are participants in the Tashabos network.



Figure 2: Happy moment of the Tashabos graduates at Rabia Girls High School