



د تشبث بنوونيزه او روزنيزه مؤسسه
مؤسسه تعليمي و تربيتي تشبث
Tashabos Educational Organization
(TEO)

TASHABOS PROVINCIAL EDUCATION DEPARTMENT DIRECTORS' SURVEY REPORT



Mr. Sayed Aziz Ahmad Hashimi, Director, Kabul Provincial Education Department presents trophy to the Final Top 10 winner, the two other District Education Directors appear in the background

Fazel Rabi Haqbeen
Executive Director
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EXECUTIVE SUMMARY

Based on the recommendation from the 2016/17 Tashabos impact assessment this year TEO expanded the scope of surveys to include stakeholders such as the Provincial, City and District Education Directors. The Provincial Education Directors of Kabul, Parwan, Nangarhar and Bamyan as well as Kabul City Education Department (KCED) were surveyed separately. As reported earlier the District Education Department Directors (DEDs) work under the Provincial and City Education Directors, they were recognized as separate category.

Since TEO implements the Tashabos program in the four provinces and work with the respective Provincial Education Departments (PEDs). The PEDs are important players so their survey was also important. The survey was limited to the five PEDs directors including KCED to be interviewed, most of whom introduced their representatives either from their offices or sub-departments to respond to the survey questionnaire.

The PED Directors are changing from time to time, this makes it challenging for TEO to continue its public outreach. Despite the changes in the PED Directors positions, it seems the TEO's public outreach to be working as majority of the PED Directors confirmed they know about the Tashabos program. More than half of the PED Directors were aware of the Tashabos subjects are being taught in the high schools in their constituencies.

All the PED Directors knew the Tashabos subjects are about entrepreneurship and business start up. They spoke about the Tashabos subjects that reveal the students' talents and teach them Tashabos knowledge and skills to become self-reliant. The source of information of the PED Directors were the study of the Tashabos subjects, attending meeting about Tashabos or seeing the high school teaching timetables. All the PED Directors asked for the expansion of the Tashabos program to all high schools.

TASHABOS PROGRAM

TEO manages the Tashabos entrepreneurship curriculum program taught in 43 of girls' and boys' public high schools, involving 35,526 students (51% 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 are provided. To further the entrepreneurial characteristics of leadership, risk-taking, innovation, and perseverance, the links between a free market economy and a 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-entrepreneurs products exhibitions in the schools and outside the 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.

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. They create jobs for themselves, others, and their communities—driving economic growth.

A 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.

Sixty percent of the student respondents, both girls and boys, thought the subject important for initiating a business. This suggests that Tashabos has an equal effectiveness on improving economy and supporting economic self-reliability for both genders.

Interestingly, studying Tashabos has brought behavior changes in business management among 58% of the student respondents. One of the most important impacts our teaching has had is that 81% of the student respondents found employment opportunities because they studied Tashabos. After studying Tashabos 58% of the students were able to attract investment for their businesses. In addition, 70% of the student respondents believed that they could manage their business capital better than before. Tashabos enabled 29% of the student respondents to offer jobs and employment to other youths. These students talked about behavior changes as employers that they could not have achieved without Tashabos knowledge.

Importantly, 79% of the students thought if Tashabos principles were applied in daily business activities, more youth job opportunities would be created. After studying Tashabos, 79% of the students witnessed a change in their communications, relationships, networking, leadership, decision-making, planning and executing planning, and support skills.

GENERAL CHARACTERISTICS OF THE PED RESPONDENTS

All the PED Directors respondents were male and the positions representing the PED Directors they were holding included, director, deputy director, supervision head and district director.

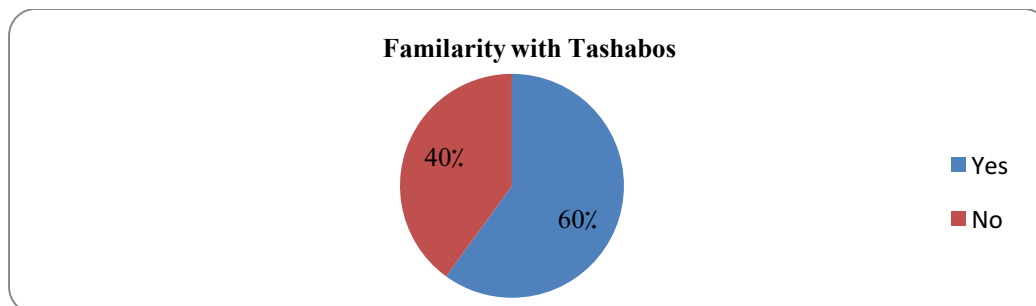
PED DIRECTORS ASSESSMENT

TEO collected data on the DED Directors' familiarity with the Tashabos subjects, knowledge of the Tashabos program, and inclusion of Tashabos in the MoE curriculum. The 2018 TEO assessment included all the PED Directors in four provinces including KCED. A questionnaire was developed to reflect new information and changes.

Familiarity with the Tashabos Program

The government often changes PEDs Directors; therefore, TEO carries continuous efforts to keep the directors in loop. Consequently, TEO wanted to know the directors level of familiarity with the Tashabos program. Sixty percent of the PED Directors were familiar with the program; 40% responded they were not familiar. TEO needs to continue its public outreach to make the PED Directors familiar with the Tashabos program.

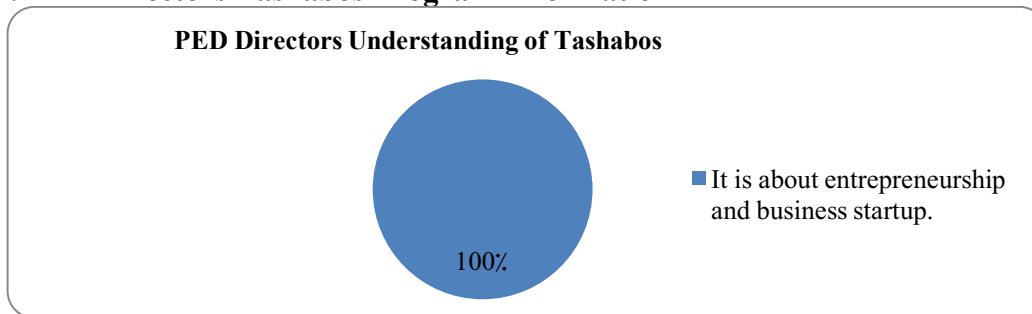
Graph 1: Familiarity with the Tashabos Program



Tashabos Program Information

TEO surveyor asked a follow up question from the PED Directors about their understanding of Tashabos. Hundred percent said, “It is about entrepreneurship and business startup.”

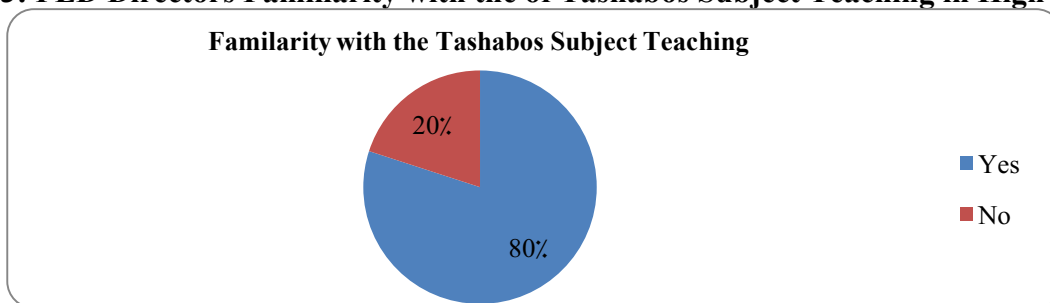
Graph 2: PED Directors Tashabos Program Information



Familiarity with the of Tashabos Subject Teaching

TEO was interested to learn whether the directors were aware of the Tashabos subject teaching in some of the high schools in their province and city. Majority of PED Directors (80%) were familiar with the Tashabos subject teaching; 20% were not aware of the Tashabos subject teaching in their high schools.

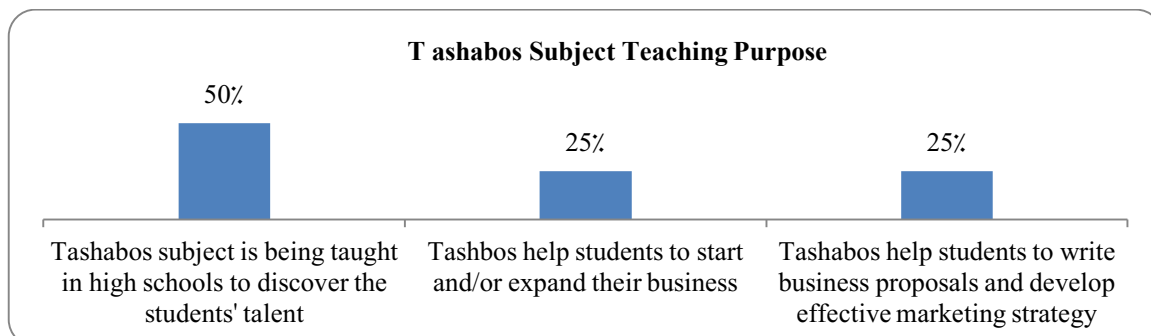
Graph 3: PED Directors Familiarity with the of Tashabos Subject Teaching in High Schools



Tashabos Subject Teaching Purpose

Further TEO wanted to find some detail about the Tashabos subject, so the PED directors were asked about the Tashabos teaching purpose. Half, 50%, said, “Tashabos subject is being taught in high schools to discover the students’ talent,” 25% said, “Tashabos help students to start and/or expand their business” and 25% said, “Tashabos help students to write business proposals and develop effective marketing strategy.”

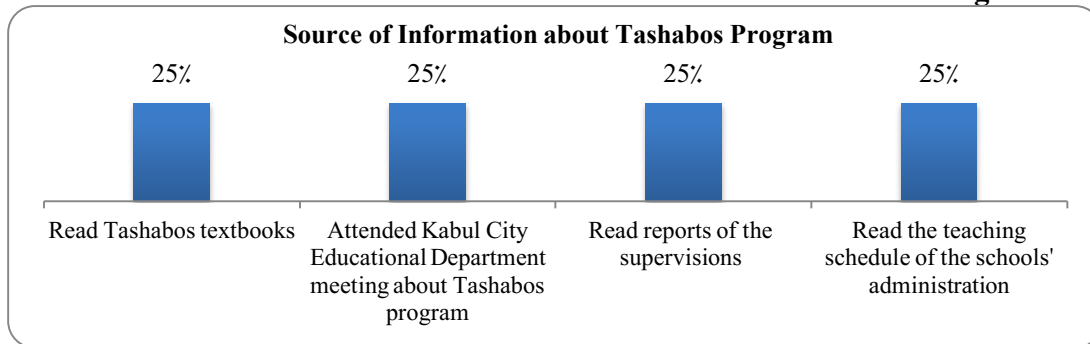
Graph 4: Tashabos Subject Teaching Purpose from the PED Directors Views



Source of Information about Tashabos

The PED Directors were asked about the source of their information about the Tashabos program. A quarter of the Directors 25% read the Tashabos textbooks, same percentage Attended Kabul City Educational Department meeting about Tashabos program, another quarter (25%) read the reports of the supervisions and another quarter (25%) read the teaching schedule of the schools' administration. The level of the directors' information indicates that they learned about the Tashabos program from one or another source.

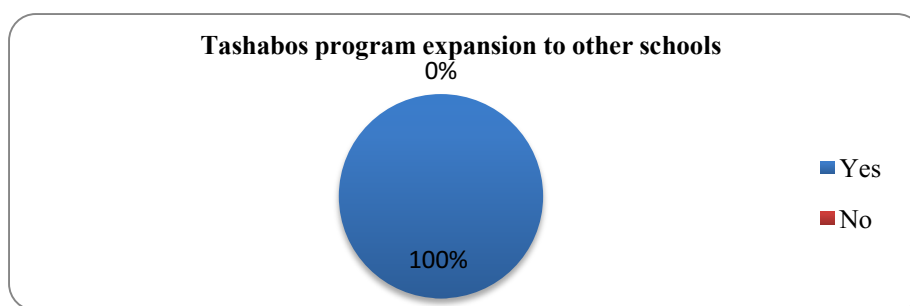
Graph 5: The PED Directors' Source of Information about the Tashabos Program



Tashabos Program Expansion to Other Schools

TEO wanted to know if the PED Directors were interested about the expansion of the Tashabos program to other schools. TEO asked the PED Directors about expansion, if they would like, all 100% said, "Yes". This shows the importance of the Tashabos program. It is worth mentioning that the Tashabos program is not only the Tashabos curriculum teaching, it is a live subject, so the Tashabos student-entrepreneurs' product exhibitions in and out of the schools and the business proposal competitions are the two arching components of the program that play important role in the effectiveness. Therefore, the expansion requires resources and a gradual transition to ensure the successes of the program continue.

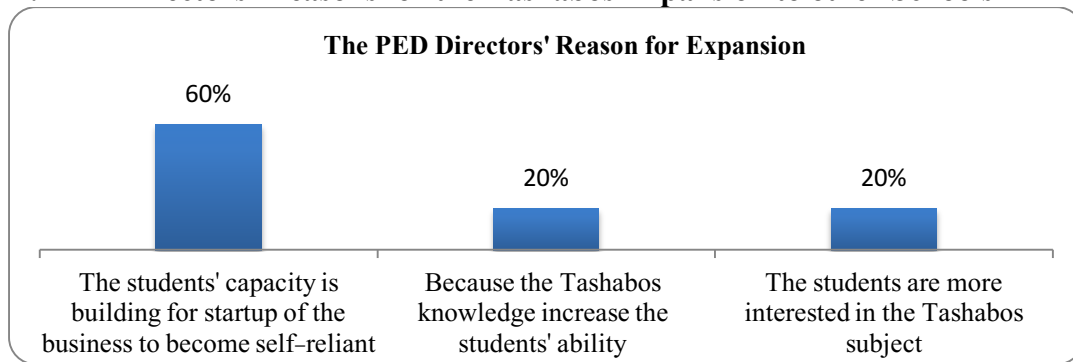
Graph 6: The Expansion of the Tashabos Program to other Schools



The PED Directors' Reasons for Expansion

The PED Directors were asked a follow up question, why they would like to see the Tashabos expansion to other schools? Sixty percent said, "The students' capacity is building for startup of the business to become self-reliant", 20% said, "Because the Tashabos knowledge increase the students' ability" and also 20% said, "The students are more interested in the Tashabos subject". All the directors, 100%, are supporting the Tashabos expansion bringing one or another reason.

Graph 7: PED Directors' Reasons for the Tashabos Expansion to other Schools



RECOMMENDATIONS

All the Directors proposed the following recommendations.

- a) The Tashabos program must expand to other schools
- b) Tashabos is an effective program, to involve sectoral ministries in the expansion of the program in a coordinated manner

TEO BACKGROUND

TEO is a youth focused organization that promotes responsible citizenship and leadership, democratic governance and lessons in market economy, and facilitates networking to high school students in Grades 10, 11 and 12 in Kabul, Nangarhar, Parwan and Bamyan Provinces. TEO grew out of a Center for International Private Enterprises (CIPE) project to promote entrepreneurship among youth, particularly high school students. TEO is an indigenous, nonprofit, nongovernmental organization registered with the Ministry of Economy on December 06, 2010 and the Ministry of Women's Affairs. TEO has a collaborative Memorandum of Understanding with the Ministry of Education.

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 governance and ethical business practices.

TEO's objective is to instill in Afghan youth an awareness of the values of entrepreneurship, market economics, and democracy

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