



د تثبیت بنیونیزه او روزنیزه مؤسسه
مؤسسه تعلیمی و تربیتی تثبیت
Tashabos Educational Organization (TEO)

TASHABOS PARENTS' SURVEY REPORT



Figure 1: Parents support their children to study Tashabos and actively participate in the Tashabos program activities, Mr. Ghulam Farooq, in the photo, is one of the parents accompanying his grand daughter to the Top 50 training.

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November, 2018– January, 2019

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EXECUTIVE SUMMARY

This year 2018/19 TEO resumed the survey of the parents of the Tashabos students that TEO surveyed in 2016/17, when 80 parent respondents were interviewed. This year, 45 parents were interviewed in the month of August. Nearly half of the respondents were female. Majority of the parent respondents were familiar with the Tashabos program. The TEO public outreach and media caused awareness and were useful in disseminating information about Tashabos. The parent respondents believed, Tashabos program has socioeconomic effects on the children's life. The parents' reasons were, the Tashabos program brings changes in economic situation of their families, makes students familiar with marketing and business and helps students to gain profit from their business. The parent respondents believed Tashabos is an important and effective subject for both girls and boys. The reasons the parent respondents expressed, were, both genders work together in the society, Tashabos assists the students to start their businesses, Tashabos helps their children to improve their economic condition, children have more interest in business and Tashabos helping their children become entrepreneurs. The parent respondents agreed that their children could easily initiate a business with help of the Tashabos knowledge as Tashabos gives their children the business ideas, Tashabos helps development of the businesses, Tashabos helped their children to start their businesses and Tashabos facilitates market for the students' products. Majority of parents help their children in business management. The parents help includes financial support, providing information about business and market, help in business development and encouraging them.

Parent respondents, also agreed with the effectiveness of Tashabos in employments for their children. Majority of parents believed that the reasons are, students can learn practical methods for startup and expansion of businesses, Tashabos stimulates the students for self-reliability and students gain knowledge and skills by studying Tashabos subject.

Almost all the parents allow their children to exhibit their products outside the school. This is important progress in the Tashabos program over the years that children are supported to enjoy their rights democratically in the public. In a society where tradition is dominant seeing this change confirm efforts of TEO team and the stakeholders with important backing of the National Endowment for Democracy (NED). Over half of the parents attended Tashabos exhibition of the student-entrepreneurs' products. This also shows that the TEO multi-dimensional public outreach is a success.

Despite the fact that Tashabos subjects are taught in the 43 high schools based on a Memorandum of Understanding and this does not oblige a teacher to show evidence of teaching, which mean the Tashabos teaching is not done with full force. The popularity of the Tashabos is because of the two other components the exhibition of the Tashabos student-entrepreneurs' products in and outside the schools and the business proposal competitions that these re-enforce the Tashabos teaching as a live subject. All the parents were satisfied with Tashabos teaching of the subject, an obvious success of the Tashabos program. Almost all the parents wanted expansion of the Tashabos program to other schools.

The parent reasons for expansion of the Tashabos program to other schools were, Tashabos improves economic condition of families, Tashabos is useful and effective subject for bright future of youth, it helps youth to starts their businesses practically, others also have to start their business and becomes self-reliant and others schools' students are interested in the Tashabos subject too. Therefore, Ministry of Education and TEO to strive for expansion of the Tashabos program.

TASHABOS PROGRAM

TEO manages the Tashabos entrepreneurship high school curriculum taught in 43 girls' and boys' public high schools, involving over 35,000 students 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 entrepreneur product exhibitions in 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 PARENT RESPONDENTS

Following the 2016/17 survey of the parents of the Tashabos students among other categories of the respondents, TEO surveyed parents of the Tashabos students to seek their views on the

effectiveness of the Tashabos program once again to see if the findings are different. Among all the parent respondents nearly half were female. More of the parent respondents were teachers and also more of the parent respondents were from Kabul City where are more of the Tashabos schools. However, the findings are not different as were in 2016/17, so the assessment results are analyzed briefly rather detailed.

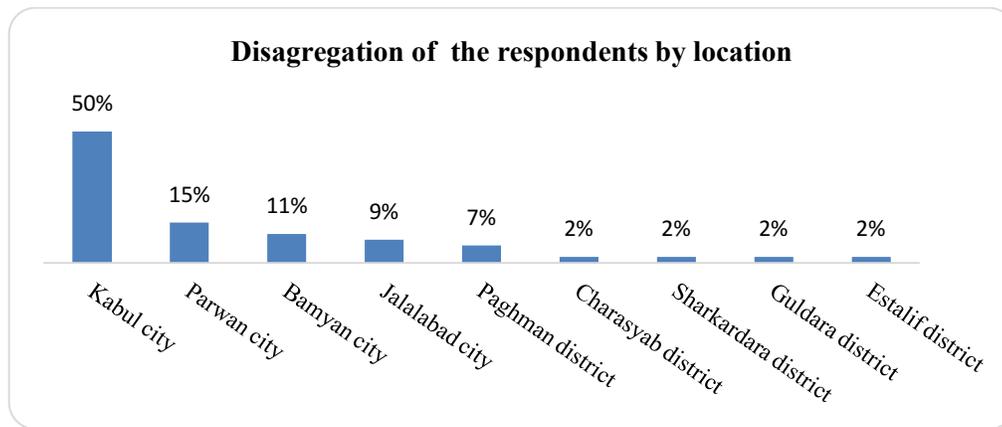
PARENTS ASSESSMENT

TEO collected data on the familiarity with the Tashabos subjects and knowledge of the Tashabos program from the parents of the Tashabos students. The 2018 TEO assessment included parents of the Tashabos students in four provinces including Kabul City. A questionnaire was developed to reflect new information and changes.

Locations:

TEO selected the respondents from the target locations. Majority of the students studying Tashabos are within Kabul City, it was expected to have higher number of parents’ interviews within Kabul City. As per chart 1, half of the parent respondents were from Kabul City. At the other end only 2% of the parents were interviewed in each of Estalif, Guldara and Shakardara Districts, which is in line with the lowest number of students studying Tashabos within TEO’s target locations. The disaggregation of parent respondents was essential in terms of collecting knowledge about scale of effectiveness of Tashabos program within TEO’s target locations. Chart 1 gives a complete overview of the parent respondents.

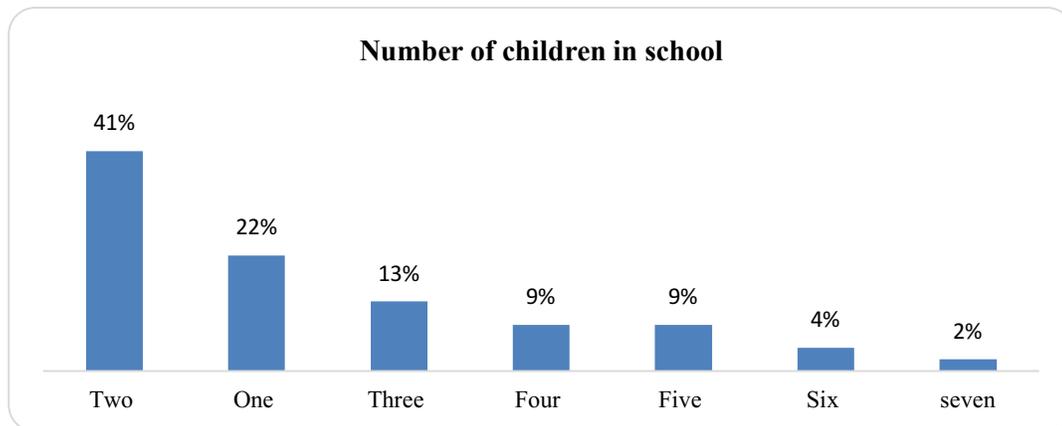
Chart 1: Address Disaggregation of Parent Respondents



Student Children of the Parents

TEO also inquired number of children studying at school for each of the parent respondents. The inquiry about the number of the children allowed the assessment to gauge the awareness level of the parent regarding their children and their studies at school. Interestingly, all the respondents in all four provinces had at least one of their children at schools. The number of enrolled children varied from one to seven for the respondents. Majority (41%) of the parents’ respondents were having two children studying at school and this was the most prevalent trend of the findings for the parents. This followed the number of children enrolled at schools for parents 22%, one, 13%, three, 9%, four and five each, 4%, six and 2%, seven. Chart 2 gives the complete overview of number of children studying at school.

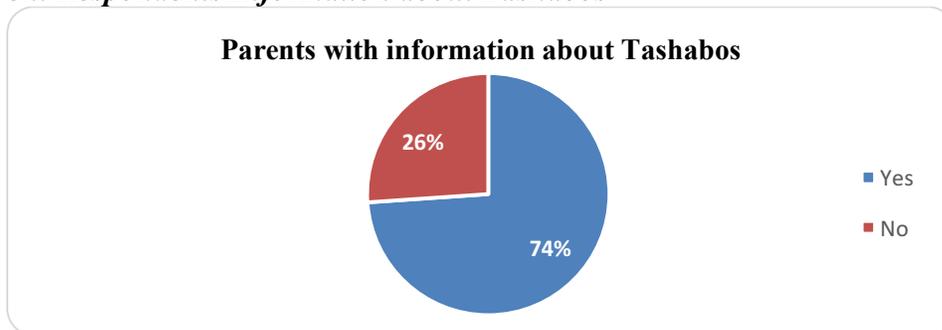
Chart 2: Number of Children Enrolled at Schools for Parent Respondents



Familiarity of the Parents with the Tashabos Program

TEO wanted to know the parent respondents level of familiarity with the Tashabos program. All the parent respondents were questioned if they had information about Tashabos. Seventy-four percent of the parents interviewed, were familiar with the Tashabos program and 26% responded they were not familiar. Charts 3, gives a complete picture about parent respondents knowing about Tashabos.

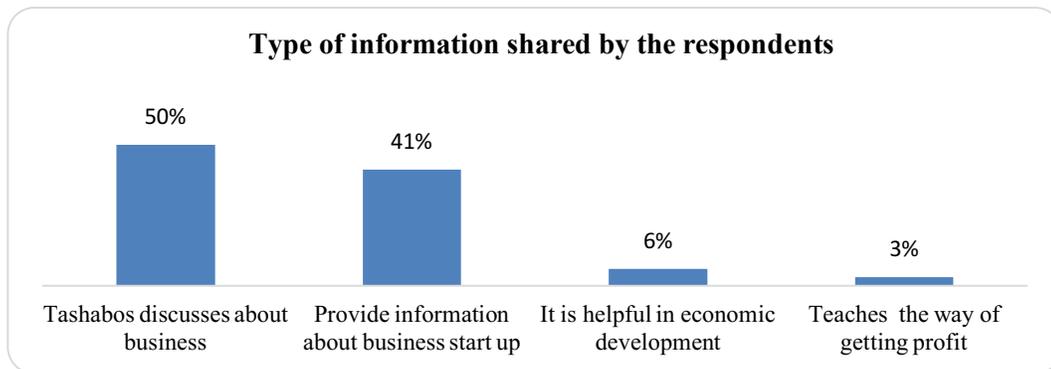
Chart 3: Parent Respondents Information about Tashabos



Parents perspectives about Tashabos

TEO asked same question from all the respondents if they had what type of specific information about Tashabos. Fifty percent of the 74% parent respondents who had information about Tashabos, half (50%) of them stated that Tashabos is a subject dealing with business. The second highest, 41% of the respondents mentioned that Tashabos provides information about business start up, 6% responded it is helpful in economic development and 3% stated, “It teaches the way of getting profit.” These findings explain the effectiveness of the Tashabos subject that provides opportunities of economic growth for students as well as awareness of their parents about the effectiveness of the Tashabos program.

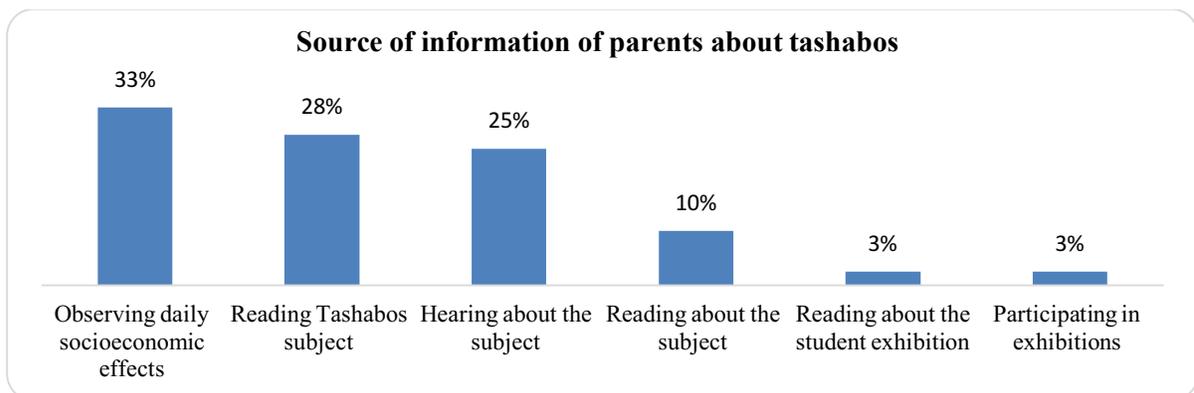
Chart 4: Parent Respondents' Perspectives about Tashabos



Parents Source of Information about Tashabos:

It was of interest to find out about the parents' source of information, so TEO further analyzed the data to find out the variations in the source of information of the parent respondents about Tashabos. TEO found that 33% of parent respondents observed daily socio-economic effects and changes, 28% learned about Tashabos after studying the subject, 25% of the parent respondents heard the information about the subject from their children. The TEO public outreach and media caused awareness and were useful in disseminating information about Tashabos as 10% of the parent respondents read about the subject, 3% of the parent respondents also read about the Tashabos students exhibitions and similarly 3% of the parents participated in the exhibition. TEO activities of the Tashabos program as well as the public outreach were fruitful in increasing the knowledge of parents. Chart 5 explains how parents learned about the Tashabos program.

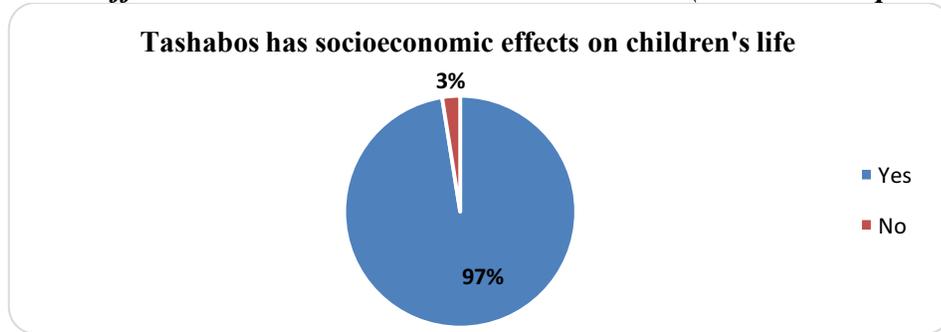
Chart 5: Sources of Acquiring Information on Tashabos



Socioeconomic Effects of Tashabos on Children's Life (Parents' Perspectives)

TEO first wanted to know from the respondents if the Tashabos program has socioeconomic effects on the children's life, so the TEO survey team asked the parent respondents if the Tashabos program has socioeconomic effects on the children's life? The parent respondents 97% the majority responded the Tashabos program has socioeconomic effects on the children's life. The 3% of the parents' respondents responded no to the question and these parents' respondents were those who did not have information about the Tashabos program. Chart 6, shows the percentage of parents agreed with the socioeconomic effects of the subject.

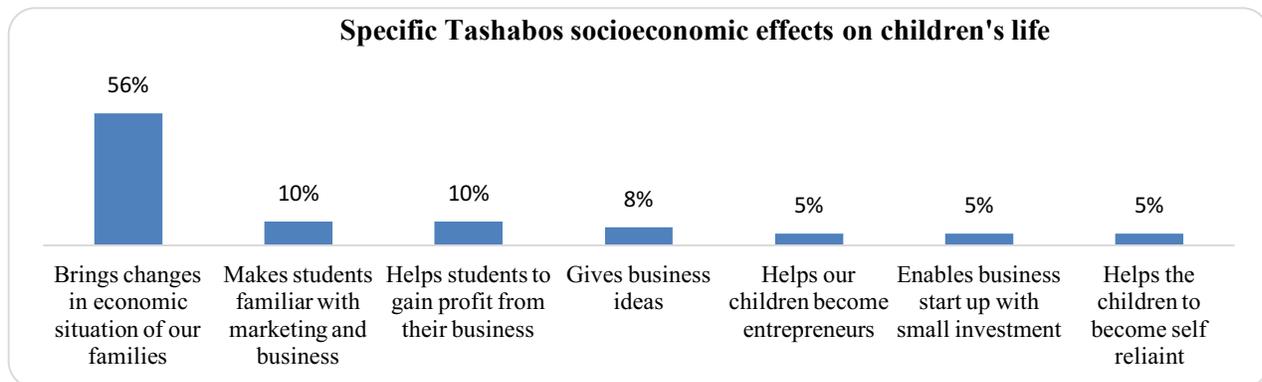
Chart 6: Tashabos Effective on Children’s Socioeconomic Lives (Parents’ Perspectives)



Specific Tashabos Socioeconomic Effects on children's life (Parents’ Perspectives)

The Tashabos teaching is to enable Tashabos students acquire Tashabos knowledge, skills, attitudes, management and leadership towards self-reliance, innovation and creativity. To this end TEO further inquired parent respondents about the specifics of the socioeconomic effects. The 97% of the parent respondents who confirmed the socioeconomic effects of the Tashabos on the children's life, were asked what socioeconomic effects has the Tashabos on the students’ life? The parent respondents (56%) said, “Brings changes in economic situation of our families”, 10% said, “Makes students familiar with marketing and business”, 10% said, “Helps students to gain profit from their business”, 8% said, “Gives business ideas”, 5% said, “Helps our children become entrepreneurs”, 5% said, “Enables business start up with small investment”, 5% said, “Helps the children to become self reliant”. Chart 7, shows the specific effects of the Tashabos on children’s life.

Chart 7: Tashabos Specific Socioeconomic Effects on children's Lives (Parents’ Perspectives)

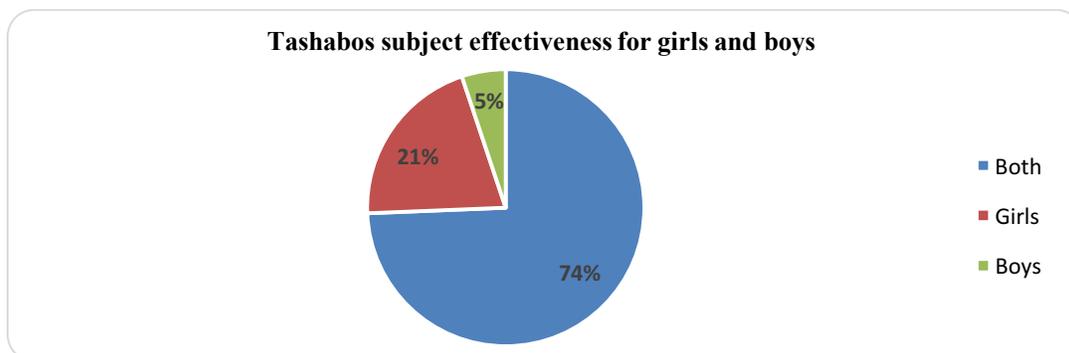


Tashabos Subject Effectiveness for Girls and Boys

Following specific information about the socioeconomic effects on children’s life, TEO asked the parent respondents if they believed Tashabos is an important subject for girls or boys? Majority 74% confirmed the effectiveness of the Tashabos subject for both girls and boys. Interestingly, 21% of the parents’ respondents, said, “The Tashabos subject is effective for girls only”, while 5% said, “The Tashabos subject is effective for boys only”. In the 2016/17 survey, TEO assessed about the Tashabos students’ interest if they were studying Tashabos subject at home, the finding was “since students are most often present within their homes, parents were approached to learn about the students’ interest to the subject. When the parents were asked if their children had been studying Tashabos at home, 92% replied yes”, so TEO followed on the findings and asked about the

effectiveness of Tashabos for both the gender or one of the gender. Chart 8, shows the effectiveness of the Tashabos for girls and boys.

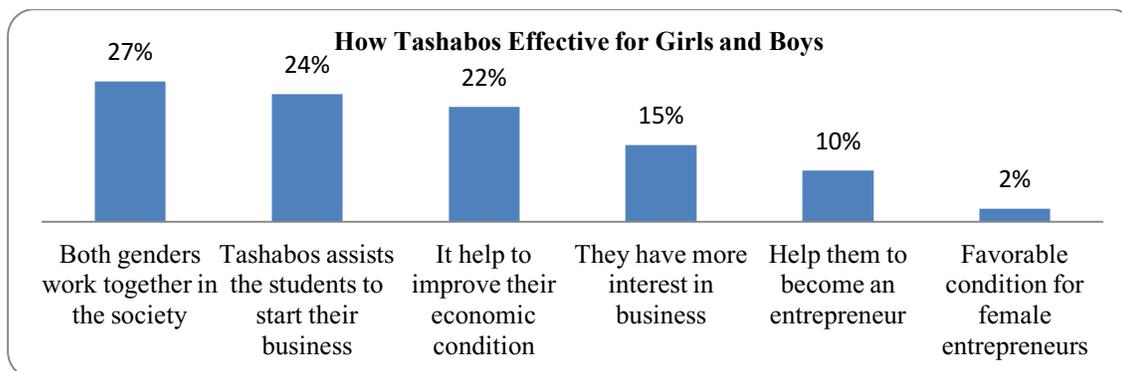
Chart 8: Tashabos Subject Effectiveness for Girls and Boys



How Tashabos Subject is Effective for Girls and Boys

When, it was clear that majority of the parent respondents see effectiveness of the Tashabos for both gender girls and boys, TEO wanted to know the reason, so the respondents were asked how the Tashabos is effective for their children girls and boys. Parent respondents over a quarter (27%) generally said, “Both genders work together in the society”. While 24% of the parent respondents termed the Tashabos assists the students to start their business, 22% see Tashabos helping their children to improve their economic condition, 15% confirm that their children have more interest in business, 10% see Tashabos helping their children become entrepreneurs and 2% talked of favorable condition for female entrepreneurs. Chart 9, shows the reasons of the effectiveness of the Tashabos for girls and boys.

Chart 9: How Tashabos Subject is Effective for Girls and Boys

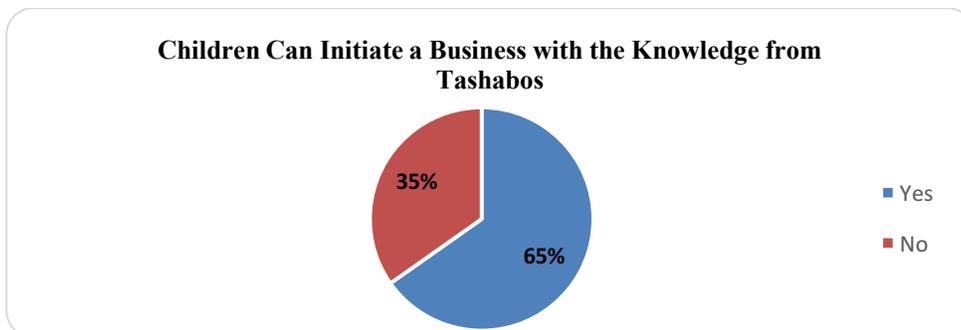


Children Can Initiate a Business with the Knowledge from Tashabos

TEO followed on the trends that Tashabos is effective for children and asked the parent respondents if their children are able to initiate a business with the help of knowledge they acquired from the Tashabos subject. Looking into the importance of Tashabos (65%) of the parent respondents confirmed that their children could easily initiate a business, while 35% of the parents did not belief that their children could initiating a business with the help of the Tashabos’ knowledge. The later category of the respondents are those who didn’t have information about the subject. The chart three

above about familiarity with the Tashabos program confirm that 26% responded they were not familiar. Chart 10 shows the parents' perceptions regarding initiating a business with the help of the subject.

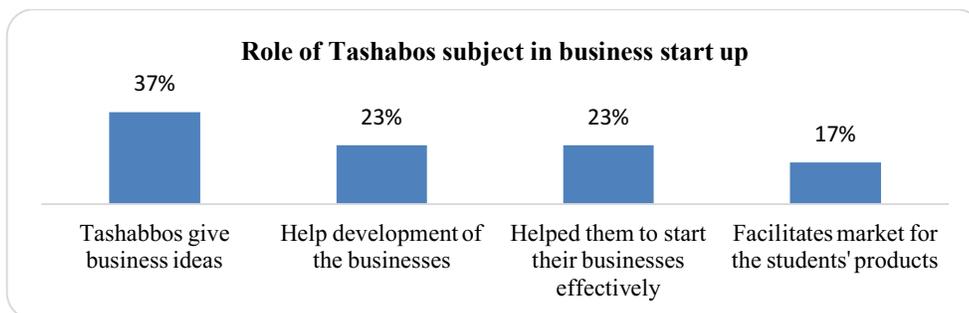
Chart 10: Children Able to Initiate a Business (Parents' Perspectives)



Role of Tashabos subject in business start up

TEO followed on the initiation of businesses by children of the parent respondents and asked them about the role of Tashabos in the initiation of the businesses. Over one third (37%) of the parent respondents viewed that Tashabos give their children the business ideas. Nearly one quarter of the parent respondents (23%) responded, Tashabos helps development of the businesses, same percent (23%) of the respondents referring to their children that Tashabos helped them to start their businesses and 17% responded that Tashabos facilitates market for the students' products. The conclusion is that Tashabos gives birth to business ideas to their children and looking into their capabilities their children could pick suitable businesses and employments. Chart 11 explains more about the role of Tashabos regarding initiating a business with the help of the Tashabos subject.

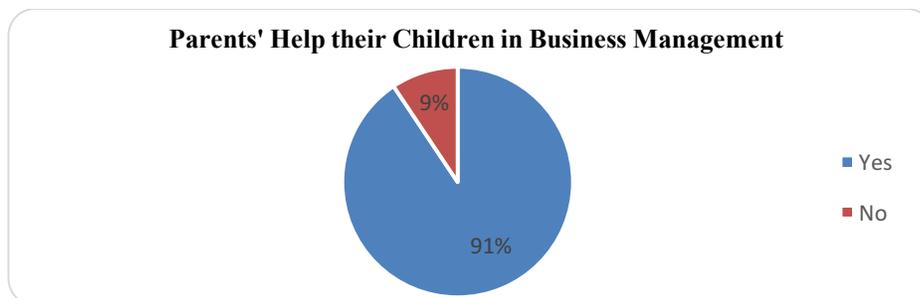
Chart 11: Role of Tashabos subject in business start up



Parents' Help their Children in Business Management

Parents respondents were further assessed for their onward support to their children in business management. Majority (91%) responded yes, when they were asked if they help their children in business management and nearly one in ten (9%) said, "No" they do not help their children in business management.

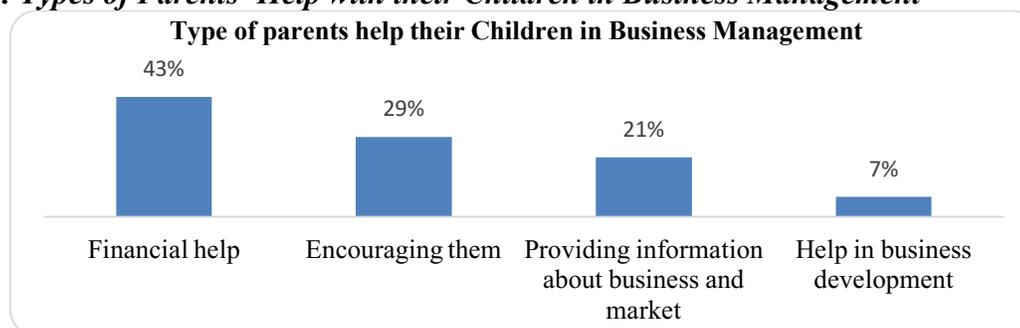
Chart 12: Parents' Help their Children in Business Management



Type of parents help their Children in Business Management

Following confirmation of parents' help to their children, TEO team was curious to know the types of parents help their children in business management. Parents (43%) stated, "Financial help", 29% "Providing information about business and market", 21%, "Help in business development", and 7% "Encouraging them".

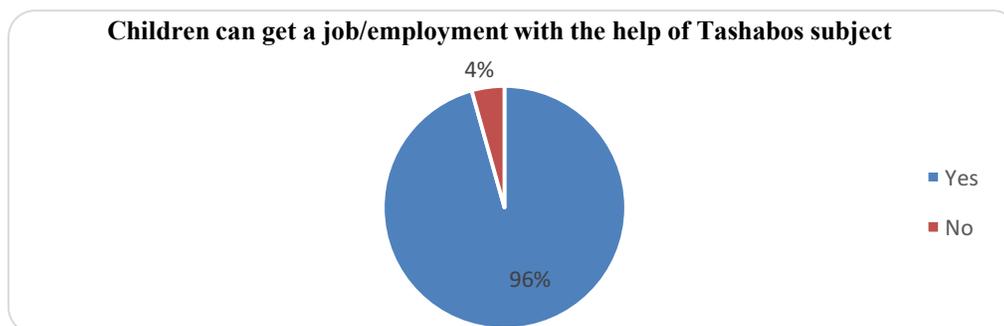
Chart 13: Types of Parents' Help with their Children in Business Management



Children can get a job/employment with the help of Tashabos subject

Following the role of the Tashabos in the business start up, TEO team focused on the job if Tashabos could help securing it. All the parent respondents were asked if Tashabos subject is beneficial for their children to get employments. Parent respondents, 96% agreed with the effectiveness of Tashabos in employments for their children. Charts 14 provides the detail of the parents' agreement that their children can get a job/employment with the help of Tashabos subject.

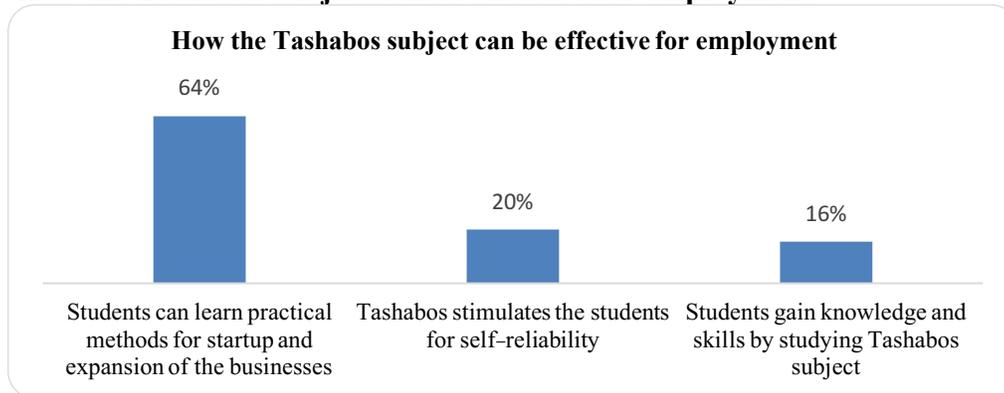
Chart 14: Children can get a job/employment with the help of Tashabos subject



How the Tashabos subject can be effective for employment

Following the agreement that their children can get a job/employment with the help of Tashabos subject, parents were asked about the reason. Majority of parents' respondents (64%) said, "Students can learn practical methods for startup and expansion of the businesses", 20% said, "Tashabos stimulates the students for self-reliability" and 16% said, "Students gain knowledge and skills by studying Tashabos subject." Chart 15 explains the various reasons that their children can get a job/employment with the help of Tashabos subject.

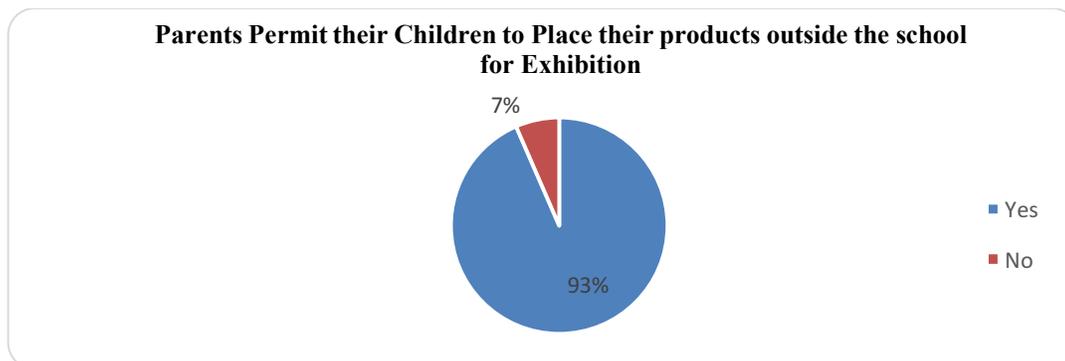
Chart 15: How the Tashabos subject can be effective for employment



Parents Permit their Children to Place their products outside the school for Exhibition

TEO team asked parents respondents if they allow their children to exhibit their products outside the school, majority (93%) said, "Yes". This is important progress in the Tashabos program over the years that children are supported to enjoy their rights democratically in the public. In a society where tradition is dominant seeing this change confirm efforts of TEO team and the stakeholders with important backing of the National Endowment for Democracy. In other question, parents' respondents were asked if they attended Tashabos exhibition of the student-entrepreneurs' products, 52% said, "Yes". This also show that the TEO multi-dimensional public outreach is a success.

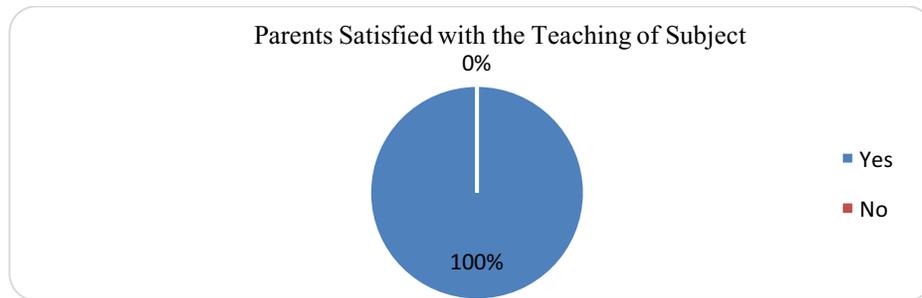
Chart 16: Parents Permit their Children to Place their products outside the school for Exhibition



Parents Satisfied with the Teaching of Subject

Despite the fact that Tashabos subjects are taught in the 43 high schools based on a Memorandum of Understanding and this does not oblige a teacher to show evidence of teaching, which mean the Tashabos teaching is not done with full force. The popularity of the Tashabos is because of the two other components the exhibition of the Tashabos student-entrepreneurs' product exhibition in and outside the schools and the business proposal competition that these re-enforce the Tashabos teaching as a live subject. TEO team when asked the parents' respondents if they were satisfied with Tashabos teaching of the subject, 100% said, "Yes.", an obvious success of the Tashabos program.

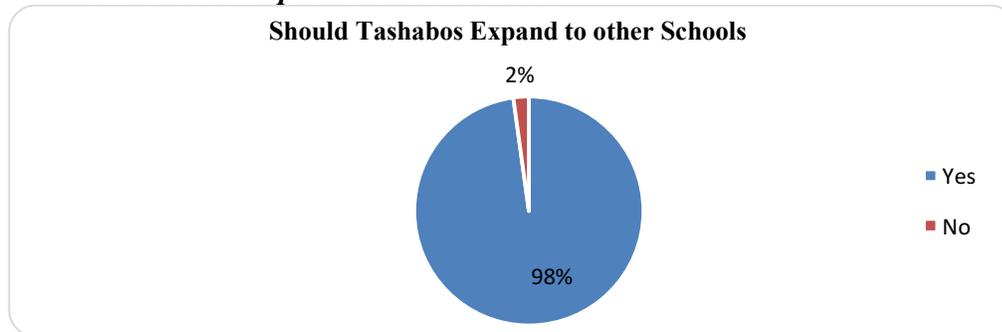
Chart 17: Parents Satisfied with the Teaching of Subject



Should Tashabos Expand to other Schools

TEO team further assessed the parent respondents on expansion of the Tashabos program to other schools if they agree. Parent respondents (98%) said, "Yes." This response is further confirming the absolute satisfaction of the parent respondents.

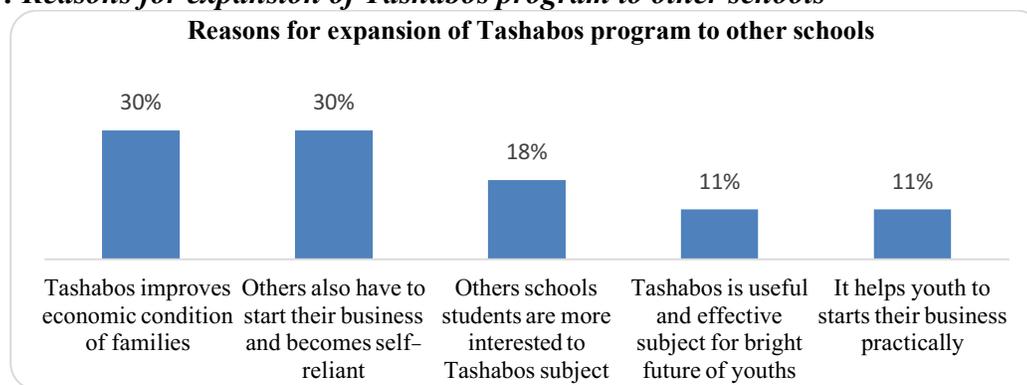
Chart 18: Should Tashabos Expand to other Schools



Reasons for expansion of Tashabos program to other schools

The parent respondents were asked for the reasons that they would like to see the Tashabos program is expanded to other schools too. Nearly one third (30%) of the parent respondents said, "Tashabos improves economic condition of families", same percentage (30%) said, "Tashabos is useful and effective subject for bright future of youths", 18% said, "It helps youth to starts their business practically", 11% said, "Others also have to start their business and becomes self-reliant" and also 11% said, "Others schools' students are more interested to Tashabos subject."

Chart 19: Reasons for expansion of Tashabos program to other schools



RECOMMENDATIONS

- MoE and TEO to work together on expansion of the Tashabos program.
- TEO to discuss with leadership of the MoE to enhance the Tashabos teaching in accordance with the Memorandum of Understanding.
- TEO and MoE must strive to secure funds to expand the Tashabos program to more high schools.

TEO BACKGROUND

A youth focused organization, TEO grew out of Center for International Private Enterprises (CIPE) projects to promote entrepreneurship, responsible citizenship and leadership, good governance and lessons in market economy, and facilitates networking to high school students in Grades 10, 11 and 12. The over 35,000 students in the program, includes girls (51%) and boys (49%) graduating around 10,000 students annually.

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.

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. The subject assisted more than half of the student respondents expand their family businesses due solely to the students' acquaintance with business principles. 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.

As indigenous, nongovernmental organization registered with the Ministry of Economy. TEO is member of the Agency Coordinating Body for Afghan Relief (ACBAR). TEO has a collaborative Memorandums of Understanding with the Ministry of Education (MoE), Ministry of Women's Affairs (MoWA) and few other institutions.

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

www.teo-af.org

<https://www.facebook.com/TashabosEducation/>