



TASHABOS ALL SCHOOLS BUSINESS PROPOSALS ANALYSIS REPORT 2018/19



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Visiting Top 10 Tashabos Student-entrepreneurs Advanced Business

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BRIEF OVERVIEW

The Tashabos Educational Organization (TEO) provides a unique opportunity, the Business Proposals' (BPs) writing competition, for Tashabos students who would like to become entrepreneurs. Writing Business Proposals' (BPs) is a core component of the Tashabos program because the process transforms Tashabos concepts into practicality. The Tashabos students enthusiastically participate in the Tashabos program activities and their participation increased year by year. In the year 2015/16, 773 Tashabos students wrote Business Proposals (BPs) and all competed, this increased to 996 BPs in 2016/17, while in 2017/18 it reached to 1,010 and this year 2018/19 the number raised to 1,623 BPs. TEO maintains the databases for each of the BPs in each of the years and provided BPs' analysis reports regularly.

TEO in collaboration 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 process of writing BPs. This report outlines the detail of the BPCs of all participating high schools. TEO emphasizes the BPCs as an effective way to encourage, mobilize and involve the students to consider a future in entrepreneurship.

The business proposals competition is a 12 steps process. 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 43 participating schools, 42 schools held competitions. One school could not submit BPs because the students there are from border areas and they went on summer holiday. The government extended the summer vacation because of the hot summer this year and security reasons. In 2015/16, 39 of the 43 participating schools held BPCs, while in 2018/18, 42 held BPCs. This reflects an increase in the interest in the schools implementing the Tashabos program.

SUMMARY

During the 2018/19 school year 1,623 BPs were written in 42 Tashabos schools in four provinces. As stated the Tashabos students' interest increases year by year. Hence, there was considerable increase in the number of BPs this year, reflecting the Tashabos students' enthusiasm for the Tashabos program.

After completing the BPCs, TEO analyzed all the proposals from the 42 schools by gender, grade, category, new or old businesses, and budget as well as by main categories, gender and grade in the provinces. In general, of the 1,623 BPs written the highest percentages of them were in the categories of handicrafts, vocational work and production respectively. It is important to note, girls wrote the majority of BPs, showing a continued and greater enthusiasm on the part of the girls.

At the provincial level the categories of BPs varied. In Kabul Province most of the BPs were written in production, handicrafts and vocational work respectively. In Parwan Province, most of BPs, were written in vocational work and livestock business, while production and handicrafts followed them. In Bamyan Province most BPs were written in handicrafts, vocational work and live stock business and in Nangarhar Province the most BPs, were written in handicrafts, vocational work and production respectively. A detailed analysis of all the BPs by province is available at the end of this report.

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 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. Our students 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 ANALYSIS OF ALL BPs

Over All BPs General Analysis

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. The positive results 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. More of the Tashabos students in Kabul Province and Kabul Districts wrote 1,308 BPs, this is because of the more Tashabos schools in this province, while second highest number of BPs is in Nangarhar Province despite the lowest number of schools.

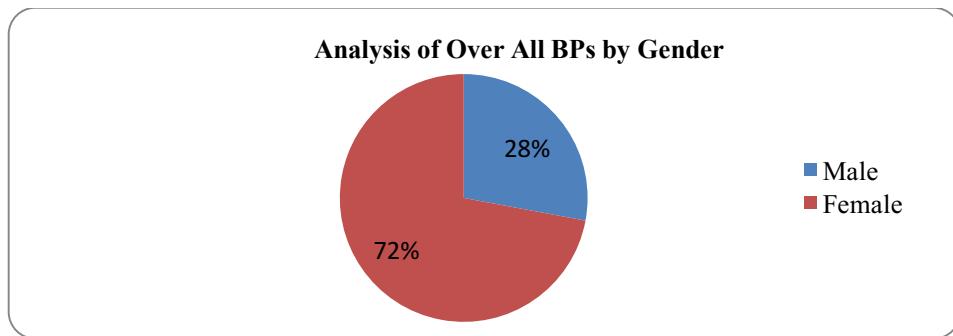
Table 1: Business Proposals in Four Provinces (Kabul, Parwan, Bamyan and Nangarhar)

No	Province	School Number	BPs Number	Percentage
1	Kabul	29	1,308	80.59%
2	Parwan	5	66	4.06%
3	Bamyan	5	72	4.43%
4	Nangarhar	4	157	9.67%
Grand Total		43	1,623	100%

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 (BPCs) in collaboration with the school administrations and Tashabos teachers to select Top 3 out of the Top 10 in each of the high schools. TEO analyzed the BPs written by students to identify the range of interest and how they reflect market availability. In order to focus on quality this analysis includes Top 10 (400 BPs) and identifies the number and kind of categories of BPs. TEO analyzed all the BPs by category, gender, grade, budget, new or old businesses and province. The analysis also identified in each province the main categories in which the most BPs were written.

The graph 1 shows, girls wrote the higher number 72% of over all (1,623) BPs. However, the evaluation process focusing on quality shows, the number drops by 8% after the selection of Top 10 in each of the high schools. See for more detail graph 3 the gender analysis of all Top 10 BPs

Graph 1: General Analysis of Over all by Gender



ALL TOP 10 BPS ANALYSIS

All Top 10 BPs Category Analysis

This year the first two higher categories vocational work and handicraft swapped, more of the BPs, 22%, were written in handicraft such as weaving clothes, pillow embroidery, embroidering bed sheets, beadwork on clothes, and weaving mobile phone covers. Students specifically girls started handicraft businesses producing these items.

In general, the Tashabos program implementation has improved this year too because of the continued endeavors of the TEO team in a coordinated approach with the stakeholders. Similarly, 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. A number of students built partnership with relatives or friends and started businesses, while others are in the planning stage to start businesses.

The second highest number of BPs (19%) were written in vocational work such as: art, tailoring, beauty parlors, cooking and photography.

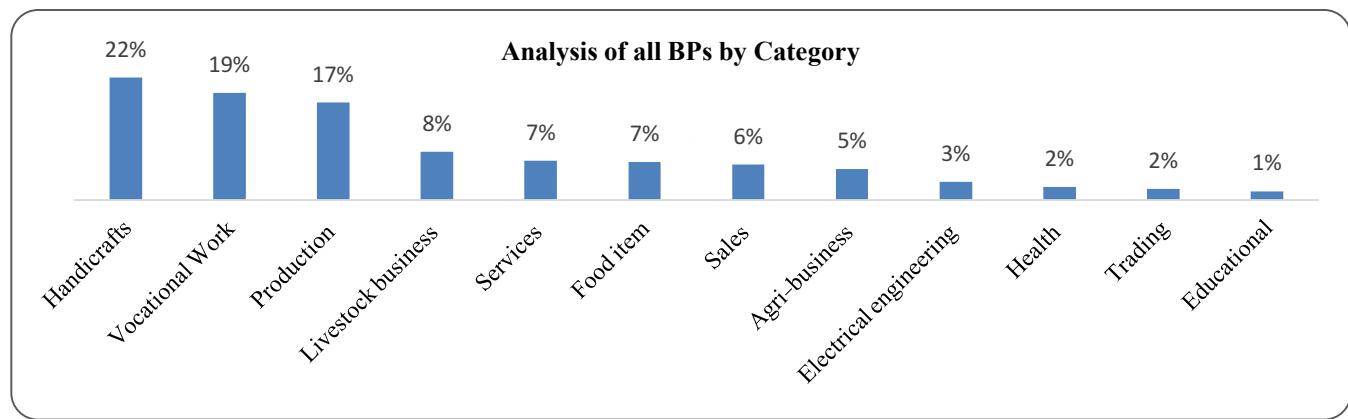
The third highest category written, 17%, were in production such as paper, key chains, clothes, paint, lamps, detergent from lemon powder, bags and chalk.

Eight percent of the BPs written were for livestock business such as poultry or dairy farming and bee keeping, and 7% were in services such as establishing a school, language center, wedding hall, translation company, printing press, dish rental, and bookstore, similarly 7% in food items, 6% were in sales, 5% were in agri-business such as: pomegranates, greenhouse, soybeans, saffron and cucumbers.

Of the remaining BPs 3% were in electrical engineering, 2% in health activities, also 2% in trade such as importing goods from China and 1% in educational activities. With their families' financial support, the students started these businesses. Many other students of the other categories of the BP writers will start their businesses in future.

Tashabos students are also working in partnership with family members to develop and expand their family businesses such as the final Top 10 students. Inspired by the Tashabos program, students are bringing innovative changes to their family businesses such as home delivery services of dairy products and branding of products.

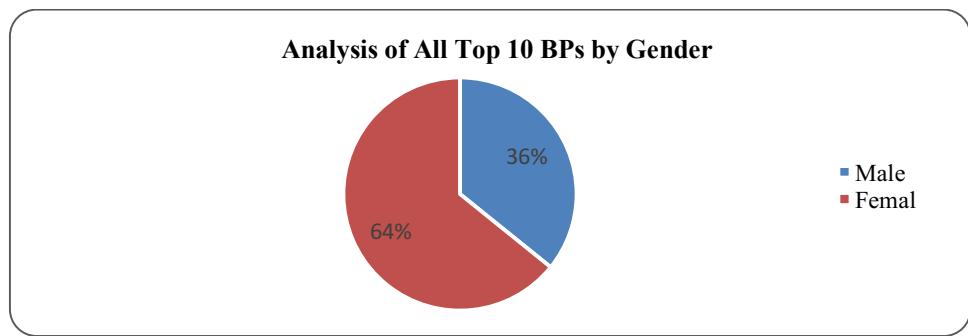
Graph 2: General Analysis of all Top 10 BPs by Category



All Top 10 BPs Gender Analysis

Graph 3 shows the gender analysis of all Top 10 BPs. In 2018/19, more girls (64%) than boys (36%) wrote BPs. There was a slight increase this year, 1%, in the number of boys who wrote BPs compared to last year's 35%. Both girls and boys showed enthusiasm for starting businesses to add to their families' income.

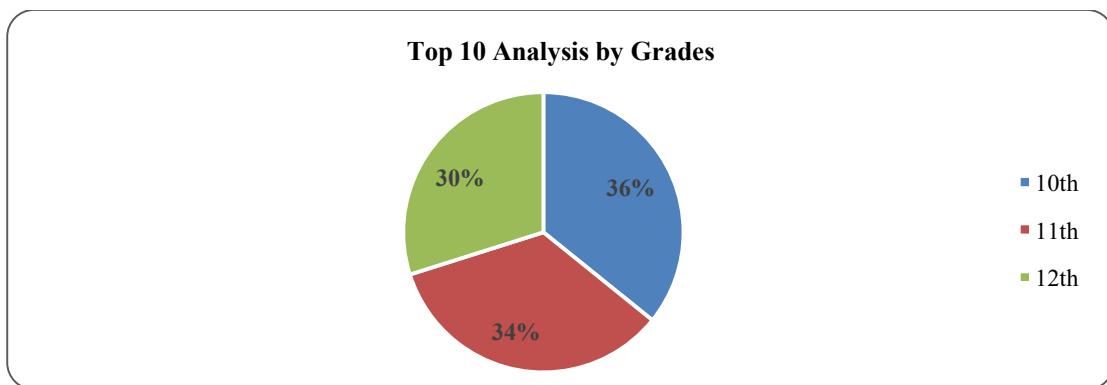
Graph 3: General Analysis of all Top 10 BPs by Gender



All Top 10 BPs Grades Analysis

The trend this year too followed the increase in the number of BPs written by Grades 10 and 11 students was higher than of Grade 12. Grade 10 students in their first year of the Tashabos program wrote 36% of the BPs and Grade 11 wrote little over one third (34%) of the BPs. Grade 12 students wrote 30% of the BPs. Though the number of the BPs by Grade 12 increased by 2% this year, this still confirms the perception of those who think 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 4: Analysis of all Top 10 BPs by Grade

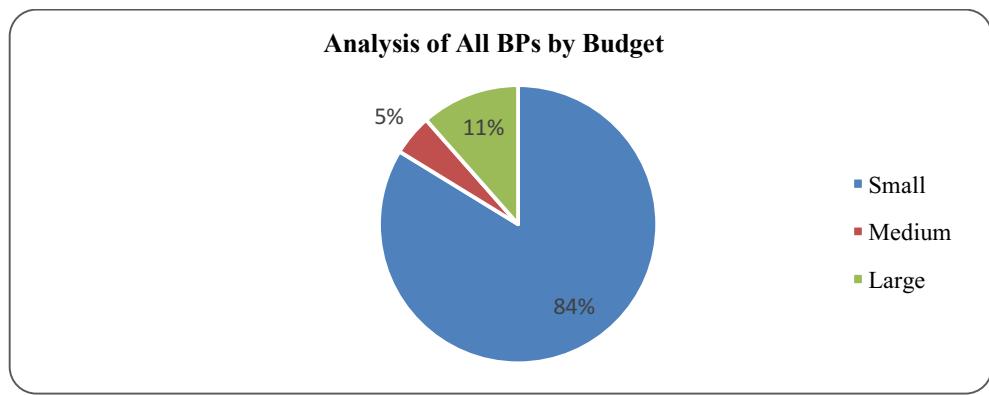


All Top 10 BPs Budgets Analysis

TEO's criteria for budgets are small budgets under Afs 150, 000, medium budgets from Afs 150,001 to Afs 500,000 Afs, and large budgets above Afs 500,000. Because the budget criteria were well communicated to the students by their Tashabos teachers the students considered budgets based on the criteria. TEO analyzed the budgets and broke them down into three categories: a) small <150,000 Afs, b) between 150,001– 500,000 Afs, c) >500,001 Afs.

Majority of the BPs (84%) had small budgets under 150,000 Afs, 5% medium budget 105,001– 500,000 Afs; 11% large budget over 500,000 Afs. 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.

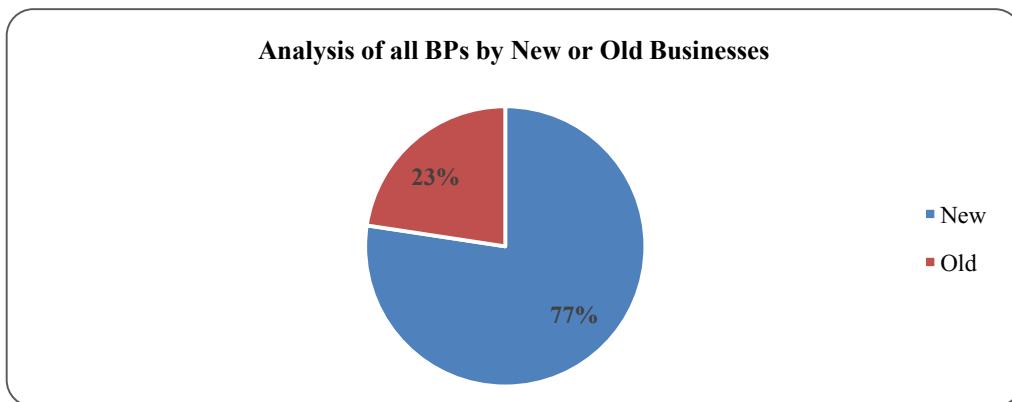
Graph 5: Analysis of all Top 10 BPs by Budget



All Top 10 BPs New and Old Businesses Analysis

Majority, (77%) of the BPs, this year too were for new businesses compared to more 86% last year. The momentum dropped by 9% that TEO will look into the reason/s of decrease in writing BPs for new businesses. TEO will encourage students to understand the importance of the BPs. The remaining 23% were to continue or develop old businesses begun by the student or a family member.

Graph 6: General Analysis of all BPs by New or Old Business

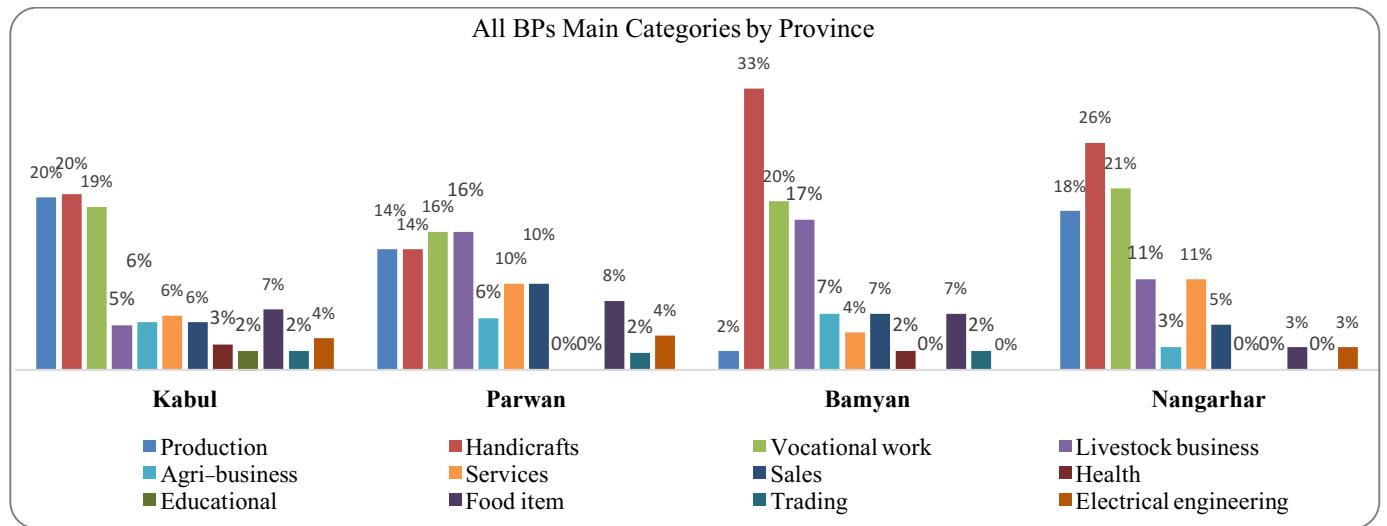


ALL TOP 10 BPs PROVINCIAL ANALYSIS

All Top 10 BPs Category Analysis by Province

Graph 7 shows general analysis of all Top 10 BPs in three main and highest categories, handicrafts 33%, vocational work 21% and production 20%. However, this differs from province to province in the provincial analysis. In Kabul Province the most BPs, 20%, 20% and 19%, were written in production, handicrafts and vocational work respectively and in Parwan Province, 16% and 16%, were written in vocational work and livestock business respectively, while production (14%) and handicrafts (14%) followed. In Bamyan Province the most BPs, 33%, 20% and 17% were written in handicrafts, vocational work and live stock business respectively and in Nangarhar Province the most BPs, 26%, 21% and 18% were written in handicrafts, vocational work and production respectively.

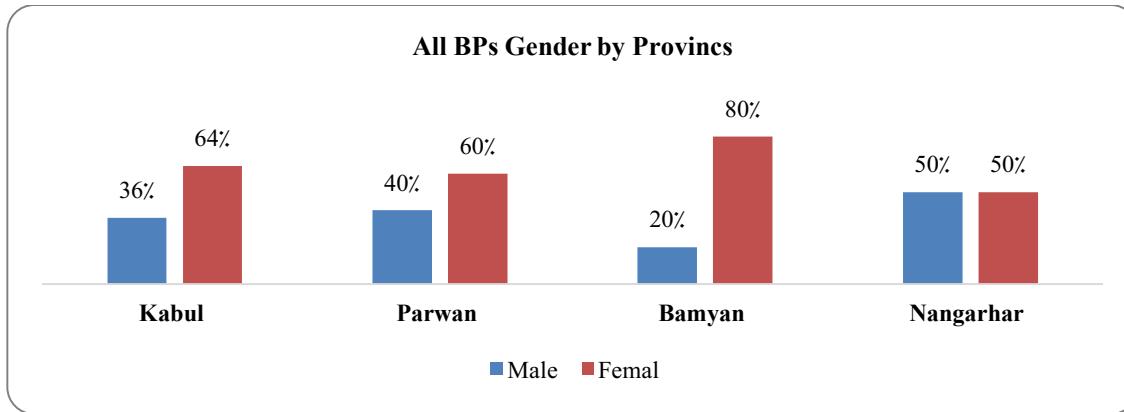
Graph 7: All Top 10 BPs Categories by Province



All Top 10 BPs Gender Analysis by Province

Graph 8 shows the Top 10 BPs gender analysis by province. More of the girls (80%) in Bamyan, 64% in Kabul and 60% in Parwan wrote BPs. Interestingly, in Nangarhar 50% both girls and boys wrote equal number of BPs. This is followed by 40% boys in Parwan, 36% in Kabul and 20% in Bamyan wrote BPs.

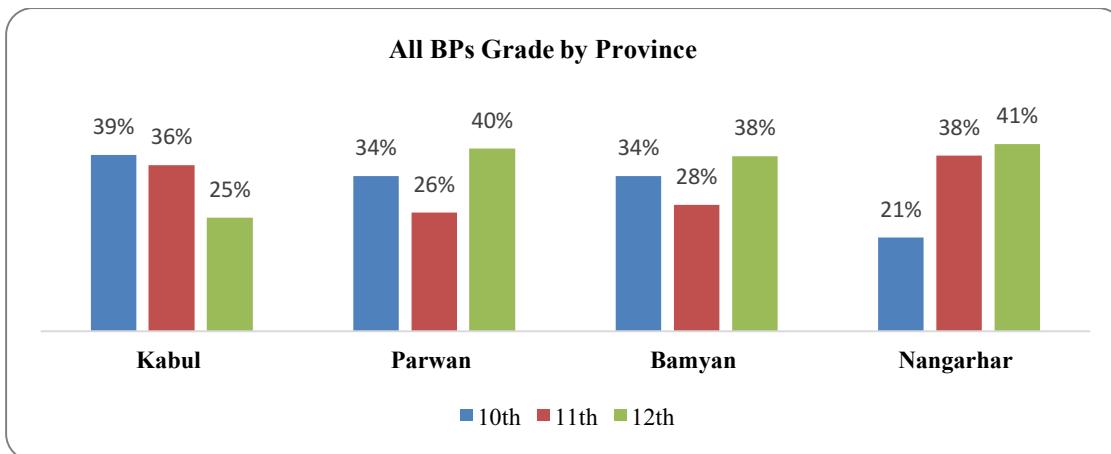
Graph 8: All Top 10 BPs Gender Analysis by Province



All Top 10 BPs Grade Analysis by Province

Tashabos students of Grade 12 in Nangarhar (41%), in Parwan (40%) and in Bamyan (38%) wrote BPs. This is followed by Grade 10 in Kabul (39%), in Parwan (34%), in Bamyan also (34%) and in Nangarhar (21%) wrote BPs. Grades 11 Tashabos in Nangarhar (38%), in Kabul (36%), in Bamyan (28%) and in Parwan (26%) wrote BPs. The data in general shows more of Grade 10 of all Top 10 students wrote BPs, which is true because of the highest number of the Tashabos high schools and students are in Kabul Province. Otherwise, Grade 12 Tashabos students in the rest of the three provinces wrote more of the BPs. The perception of those who think 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, is not true in provinces other than capital Kabul.

Graph 9: All Top 10 BPs Grade Analysis by Province



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.

A survey of 400 Tashabos students showed that Tashabos helped 69% of them initiate a new business. 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.

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.

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 Ministries of Education, Women's Affairs (MoWA), Afghanistan Chamber of Commerce and Industries and Afghanistan Women's Chamber of Commerce and Industries.

TEO is a model national organization. Tashabos a self reliance program enables youth to rely on their own rather joining drug addicts, city criminal gangs and/or armed opposition groups. The Tashabos program is adaptable to need and requirement of any potential beneficiaries.