

The Tashabos Program Evaluation

Surveys' Summary

To assess Tashabos effectiveness, an assessment was conducted during late 2015/16. The primary goals were to:

1. Evaluate the effectiveness of Tashabos on youth socio-economic empowerment and self-reliance.
2. Determine the percent of Tashabos students who initiated a new business, expanded their old businesses, were able to secure employment and/or offered employments to other youth.

Questionnaires

Questionnaires were developed to collect data from 400 students, 61 Tashabos teachers, and 43 school administrations where Tashabos has been taught, and 80 parents of students. Since nearly 34,000 students have studied the subject and assessing the entire student body seemed daunting, the student sample size was selected as per the standard international sampling procedures. However, all the Tashabos teachers and school administrators were interviewed. From the parents of over 200 students who initiated/expanded/secured employment or offered employment, 80 were included in the assessment.

The preliminary interviews findings from the four populations show impressive support for the effectiveness of Tashabos in both the personal and employment aspects of the students. The initial findings for each of the assessed groups are highlighted in subsequent paragraphs.

Students

Students identified for the assessment were from Grades 10, 11 and 12 who have studied the Tashabos subject. The data collected from 400 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. However, 77% of the students gave more weight to the subject's importance during business initiations than business expansions. Tashabos enables students to initiate a business following standard business principles. It also plays critical role creating possibilities for professional expansion and scaling-up of businesses. 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. In applying the principles of Tashabos in business, 69% of the students were able to develop at least one business proposal, while 31% of them developed more than one business proposal.

Forty-eight percent of the student respondents demonstrated their products in exhibitions, reflecting student motivation to expose their products to a wider audience. 87% of the students eagerly attended Tashabos sessions, showing their interest in economic self-reliance. One-fourth of the student respondents mentioned knowing students in other schools who initiated businesses due to Tashabos.

Teachers

Among the Tashabos teachers, 98% stated that students have deep interests in the subjects, especially learning about business. Interestingly, lower grade students, below Grade10, have talked about the Tashabos subject with 64% of the Tashabos teachers. This suggests the Tashabos students are communicating the importance of Tashabos subjects to lower grade students. 97% of the teacher respondents replied that their students understand the importance of the subject, creating a higher willingness among students to learn Tashabos. Besides economic empowerment, all the teacher respondents believed that Tashabos had an effect on students' social lives as well. Students of 89% of the teachers were able to either initiate or expand a business, while students of 93% of Tashabos teacher secured employment. Forty-seven percent of the Tashabos teachers mentioned students in non-Tashabos schools wanting to study the subject.

Schools' Administration

It is important to note that school administrations in all 43 schools were familiar with the subject and the support provided by TEO for the teaching the subject. As per the interest of the school administrations, 92% of the school administrations have observed Tashabos teaching within their schools and 69% of the school administrations called Tashabos teaching effective. In addition, 89% of the administrators have observed a positive change in the teaching skills of the Tashabos teachers. Seventy-six percent of the school administrators added that due to the importance of the subject other teachers are also willing to teach the subject. Finally, 32% of the administrations mentioned that other school administrations have expressed an interest in initiating Tashabos teaching at their schools.

Parents

Parents of the students were also interviewed; 82% of them knew about Tashabos. This reflects the importance of the subject to families of the students. Ninety-two percent of the parents mentioned that their children are so eager to learn about the subject that they study Tashabos at home too. In addition, 82% of the parents mentioned that they have regular communication about the subject with their children. 96% of the parents believe that the subject is important for improving their children's socioeconomic lives. Sixty-four percent mentioned that they have used Tashabos knowledge and principles in their businesses and their children have been the source of that knowledge. Fifty-two percent believe that if their children initiate a business following the Tashabos principles, the business be successful.

Overall Findings

The assessment findings suggest that TEO has implemented an effective project due to the high number of students able to either use the subject knowledge in initiating a new business or securing employment. A majority of the students mentioned using the knowledge in the future for their financial empowerment and sustainability. Tashabos teachers and school administrations were so impressed by the subject's importance that 98% of the teachers and 92% of the administration proposed incorporation of the subject into the national curriculum.

The advice and recommendations will be considered to overcome challenges in the program implementation and further impacting the socio-economic lives of the students in the years ahead.