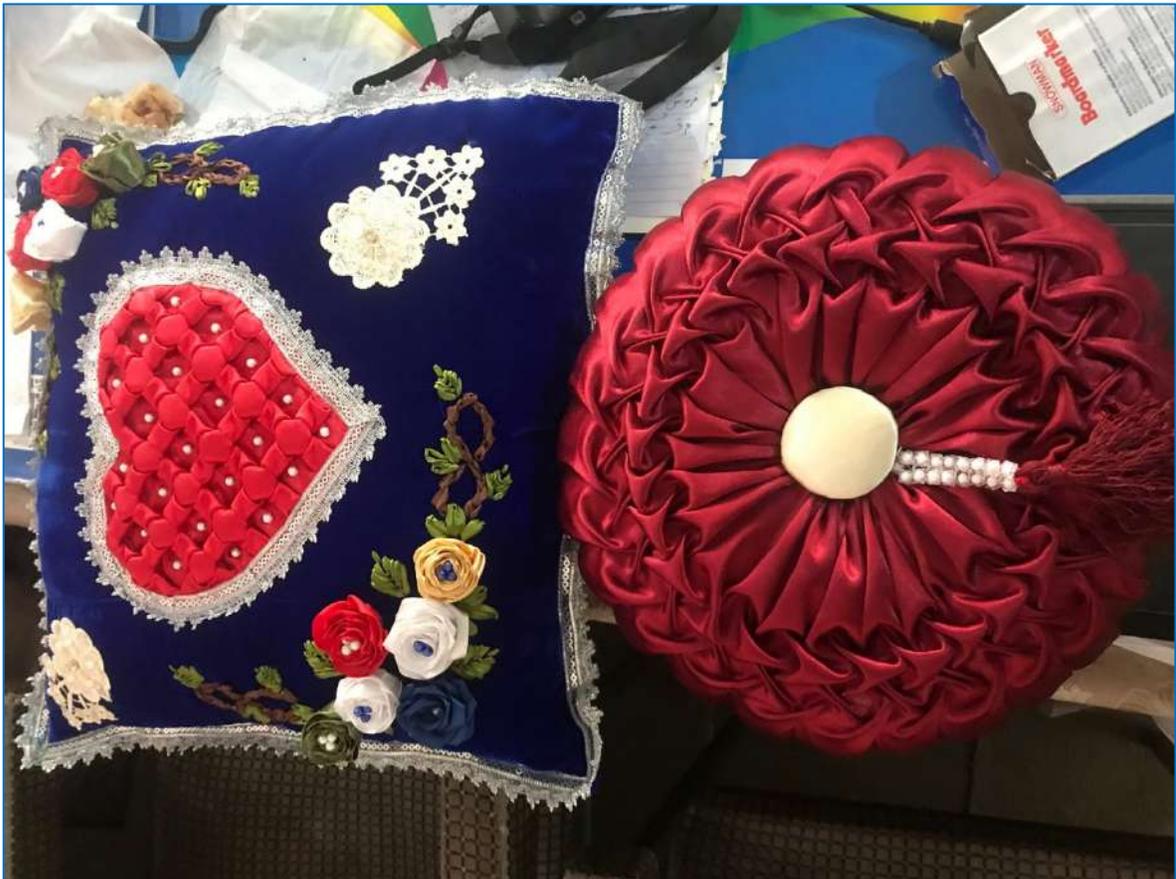


## TASHABOS ALL SCHOOLS ALL AND TOP 10 BUSINESS PROPOSALS ANALYSIS REPORT

**THIS YEAR 2020/21 DESPITE OF THE COVID-19 PANDEMIC, 1,150 TASHABOS STUDENTS WROTE BPs, WHICH WERE NOT EXPECTED, HENCE THIS PROVES THE STUDENTS' ENTHUSIASM TOWARD THE TASHABOS PROGRAM.**



*Figure 1: Products of the Top 50 Tashabos Students*

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*Figure 2: Training of Group I and II of the Top 50 Tashabos Students*

## 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. This year 2020/21 despite of the COVID-19 pandemic, 1,150 Tashabos students wrote BPs, which were not expected, which proves the students' enthusiasm toward the Tashabos program. TEO emphasizes the Business Proposals Competitions (BPCs) as an effective way to encourage, mobilize and involve young students to consider a future in entrepreneurship as well as entrepreneurial mind that will lead him/her in any field of interest due to his/her talent revealed. TEO in close coordination 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 12 step process of writing BPs. This report outlines the detail of the BPCs of all participating high schools.

The trend of the number of the BPs as per the below table 2, clearly show the interests of the Tashabos students writing BPs. This year because of the COVID-19 pandemic, it was not expected that 1,150 Tashabos students would write BPs, which further illustrate the enthusiasm of the students.

***Table 2: Summary of all Business Proposals in the Six Years of the Tashabos Program***

Six Years	Trend of the Business Proposals
2015	773
2016	9,66
2017	1,010
2018	1,623
2019	1,757
2020	1,150
<b>Total</b>	<b>7,279</b>

## SUMMARY

This year the COVID-19 caused the school closures and disruption in learning. The educational year usually starts on March 21<sup>st</sup> in cold provinces of Kabul, Parwan and Bamyan. In Afghanistan COVID-19 caused closer of schools and many other educational institutions from March 2020 till August 22, 2020. The public schools for Grades 11 and 12 got open from August 22, 2020, while for all grades got open on October 3, 2020.

The trend in the number of BPs over the six years, reflects the Tashabos students' enthusiasm for the Tashabos program. 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 42 participating schools, 38 schools held competitions. Six schools could not submit BPs because the COVID-19 pandemic.

After completing the BPCs, TEO analyzed all the proposals from the 38 schools by gender, grade, category, new or old businesses, and budget as well as by main categories in the provinces. In general, of the 1,150 BPs written the highest percentages of them were in the categories of

handicrafts, vocational work, , and food items 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, Parwan and Bamyan Provinces most of the BPs were written in handicrafts. In Nangarhar the most BPs were written in vocational work. A detailed analysis of all the BPs by province is available at the end of this report.

### **Outcome**

The 1,150 participating youth grew, learning to work hard for something they want, and learning how to cope with competition. The 354 Tashabos students in 38 high schools who won, moved to the next level, the Top 10 in their schools. Winners of those competitions moved to the Top 50 and then Final Top 10 positions. The Final Top 10 will present their business proposals to an independent jury in a national event on March 16, 2021.

### **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 42 girls' and boys' public high schools, involving over 36,000 students (56% 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 recent survey of the 212 students' perception, shows interesting findings. Looking into the Tashabos over 36,000 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 Bamyan Provinces as well as from various departments in the Ministry of Education and specific schools have asked for expansion of the Tashabos program. MoE and TEO developed a joint unsolicited proposal for expansion of the Tashabos program in addition to the current high schools in Kabul, Parwan, Bamyan, and Nangarhar Provinces, TEO proposes implementation of the Tashabos program in 100 girls' and boys' high. With the requested funds TEO would be able to respond to the requests and expand Tashabos to other provinces.

Tashabos is priority because of many reasons including but not limited to, ensuring democratic rights, the socio-economic empowerment, self-reliance and ownership of youth in terms of economy triggered the Tashabos student-entrepreneurs a special position in their families as well as their societies. The Tashabos program brought the democratic social and cultural changes in the Afghan society such as youth decision making status in families, prevention of early marriage, forced marriage, arrange marriage. They became part of the decision making because of their economic contributions. In addition to promoting entrepreneurial characteristics such as leadership, risk-taking, innovation, and perseverance, it links between a free market economy and democracy, it provides teenagers lessons in the nature and means of business development in a free market economy.

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/>

### **The 12 Steps of The Business Proposals Competitions**

Business Proposals Competitions (BPCs) are an integral part of the Tashabos program. TEO holds business proposal writing competitions in the provinces, culminating with a championship round in Kabul City. TEO and Tashabos teachers manage the business proposals writing and competitions. This process has many steps:

**Step 1:** Because not all MoE teachers have a background in economics, TEO conducts training for Tashabos teachers on business proposal writing and business management.

**Step 2:** Tashabos teachers encourage Tashabos students to write business proposals for either a new business or to improve an existing business. All proposals are required to be written according to the TEO provided criteria.

**Step 3:** The Tashabos teachers teach and guide the students on writing their business proposals. Then the teachers review the proposals.

**Step 4:** During the review process, the Tashabos teacher selects the school's Top 10 proposals and sends all the proposals with a list of the Top 10 to TEO. TEO enters the business proposals' data into their database.

**Step 5:** TEO forms a committee to review all the proposals including the teacher selected Top 10 and approves them. TEO then informs the teacher about approval and any changes TEO has made in selection of the Top 10.

**Step 6:** In each Tashabos school TEO coordinates and plans a Business Proposal Competition among their Top 10 students to select the Top 3. Each school's administration arranges an in-school venue for these competitions. TEO representative(s), the Tashabos teacher and one member from the school administration evaluate each of the Top 10 proposals as presented by their authors in the presence of other students who also wrote proposals. The joint evaluating team selects the Top 3 in each school. TEO provides awards to all Top 10 and trophies to the Top 3.

**Step 7:** TEO assigns a committee to review all the Tashabos schools' Top 3 from all four provinces and select the Top 50.

**Step 8:** Before the final event TEO conducts five days of business training for the Top 50 in two rounds of 25 students each. During the training TEO identifies qualified students to recommend them for Top 10 position.

**Step 9:** TEO also conducts four days of advanced business training for the final Top 10.

**Step 10:** TEO assigns another committee to select the final Top 10 from among the Top 50.

**Step 11:** TEO organizes a final event in Kabul where the final Top 10 students present their proposals before an audience. All the stakeholders including ministries, the private sector, schools' administrations, Tashabos teachers and students are invited. The Jury selects the final Top 3 proposals. Finalists are judged based on the substance of their plan and oral presentation. The final Top 10 competition encourages students to learn the strengths and weaknesses of their business proposals through questions from the independent jury. Judges for the competition represent the private sector, university teachers and ministries such as Ministry of Commerce and Industries.

**Step 12:** TEO introduces and links the Top 50, including Final Top 10, to stakeholders and other interested and relevant institutions such as MoIC, MoWA for future support.

### **GENERAL ANALYSIS OF ALL BPs**

TEO analyzed the BPs written by students to identify the range of interest and how they reflect market availability. This analysis further to the characteristics of the Tashabos students, who wrote BPs, identifies the number, kind of categories and other details of the BPs. 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. 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 in collaboration with the school administrations and Tashabos teachers. This year 1,150 Tashabos students wrote BPs and 42 participating schools held BPCs. After the BPCs, TEO analyzed all the BPs by gender, grade, budget, funding source and category including new or old businesses and province. The analysis also identified in each province the main categories in which the most BPs were written. 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.

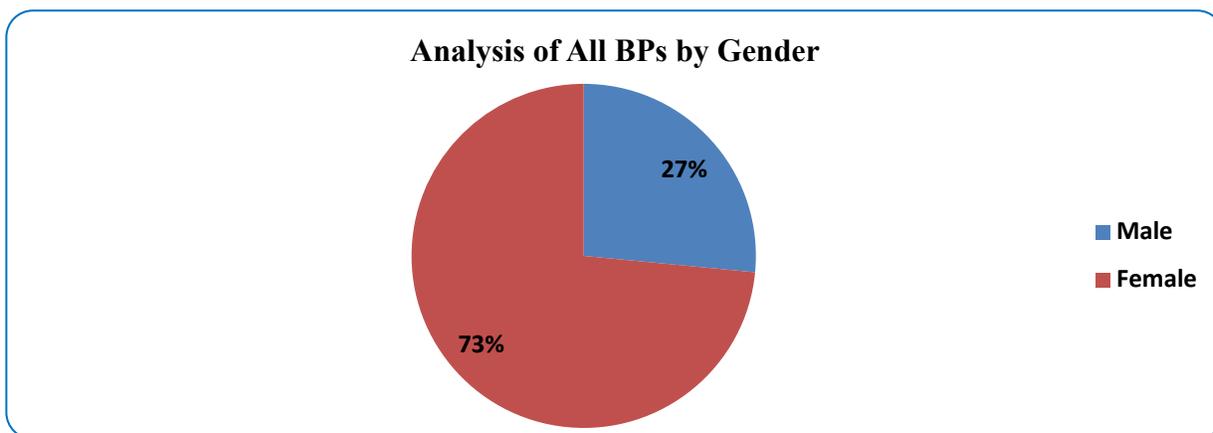
**Table 2: Business Proposals in Four Provinces (Kabul, Parwan, Bamyan and Nangarhar)**

No	Province	Number of BPs	Percentage
1	Kabul City	752	65.39%
2	Kabul Province	153	13.30%
2	Parwan	80	6.96%
3	Bamyan	34	2.96%
4	Nangarhar	131	11.39%
<b>Grand Total</b>		<b>1,150</b>	<b>100%</b>

### All BPs Gender Analysis

Graph 1 shows the general analysis of all BPs. In 2020/21 more girls (73%) than boys (27%) wrote BPs. Interestingly, the same number of girls and boys wrote BPs. Both girls and boys showed enthusiasm for starting businesses to add to their families' income.

**Graph 1: General Analysis of all Top 10 BPs by Gender**

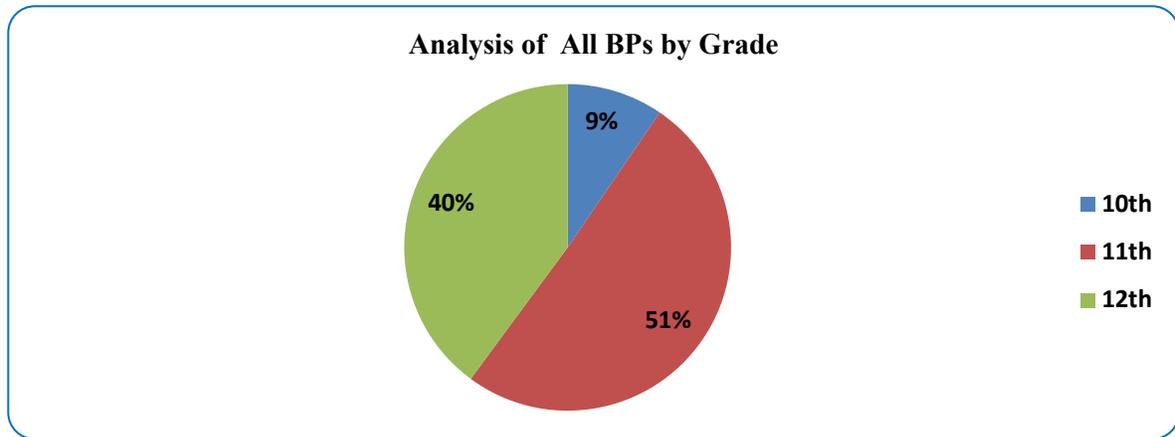


### All BPs Grades Analysis

Despite COVID-19 caused the school closures and disruption in learning, this year the number of BPs written by Grades 11 and 12 students was higher than of Grade 10, which was higher of Grades 11 and 12 last year. Grade 11 students wrote slightly over half (51%) of the BPs and Grade 12 in their last year of the Tashabos program wrote four fifths (40%) of the BPs. This contradicts 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.

Grade 10 students in their first year wrote least (9%) of the BPs as they were not part of school opened early for Grades 11 and 12. The public schools for Grades 11 and 12 got open from August 22, 2020, while for all grades got open on October 3, 2020; therefore, Grade 10 wrote least of the BPs.

**Graph 2: Analysis of all Schools BPs by Grade**

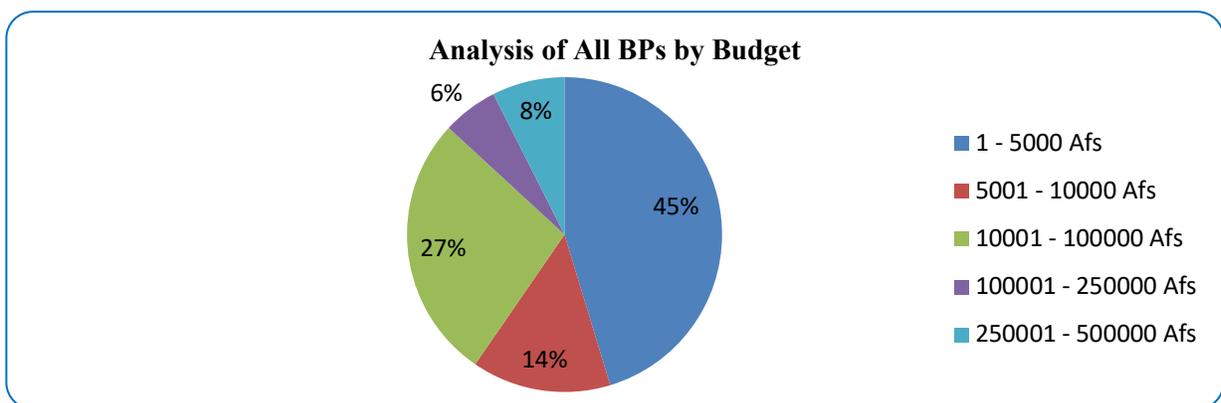


**All BPs Budgets Analysis**

TEO’s criteria for budgets are small budgets under AFN 150, 000, medium budgets from AFN 150,001 to AFN 500,000, and large budgets above AFN 500,000. This year too, TEO team worked well with the Tashabos teachers, so because the budget criteria were well communicated to the students by their Tashabos teachers the students considered budgets based on the criteria. TEO further analyzed the budgets and broke them down into five categories: a) < AFN. 5,000, b) between AFN. 5,001– 10,000, c) between AFN. 10,001–100,000, d) between AFN. 100,001–250,000 and e) between AFN. 250,001–500,000.

Almost half of the BPs (45%) had budgets up to AFN. 5,000, 14% between AFN. 5,001– 10,000; 27% between AFN. 10,001–100,000; 6% between AFN. 100,001–250,000; and 8% between AFN. 250,001– 500,000. None of the BPs over several years had large budgets compared to 11% in 2015/16. 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.

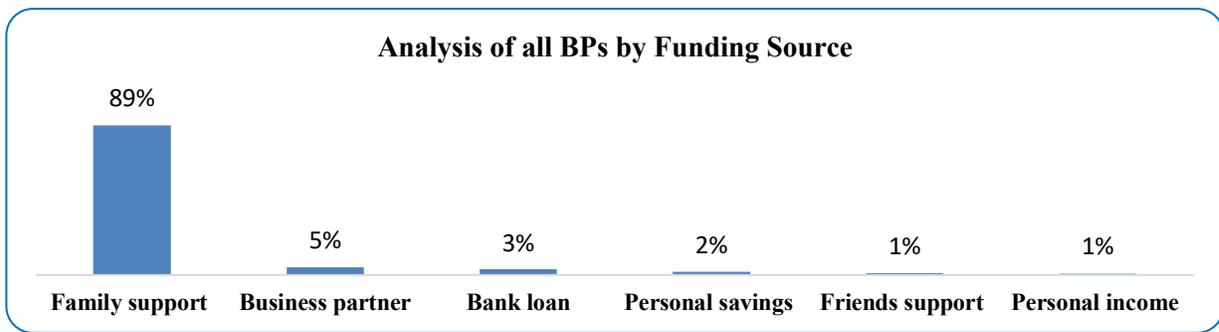
**Graph 3: Analysis of all Schools Top 10 BPs by Budget**



**All BPs Funding Source Analysis**

The TEO team assessed the budgets for their funding source. The analysis found that big majority about nine in ten (89%), of the Tashabos students were supported by their families, 5% had a business partner, 3% received bank loans, 2% used personal savings, 1% got friends support and 1% used personal income.

**Graph 4: Analysis of all Schools BPs by Funding Source**



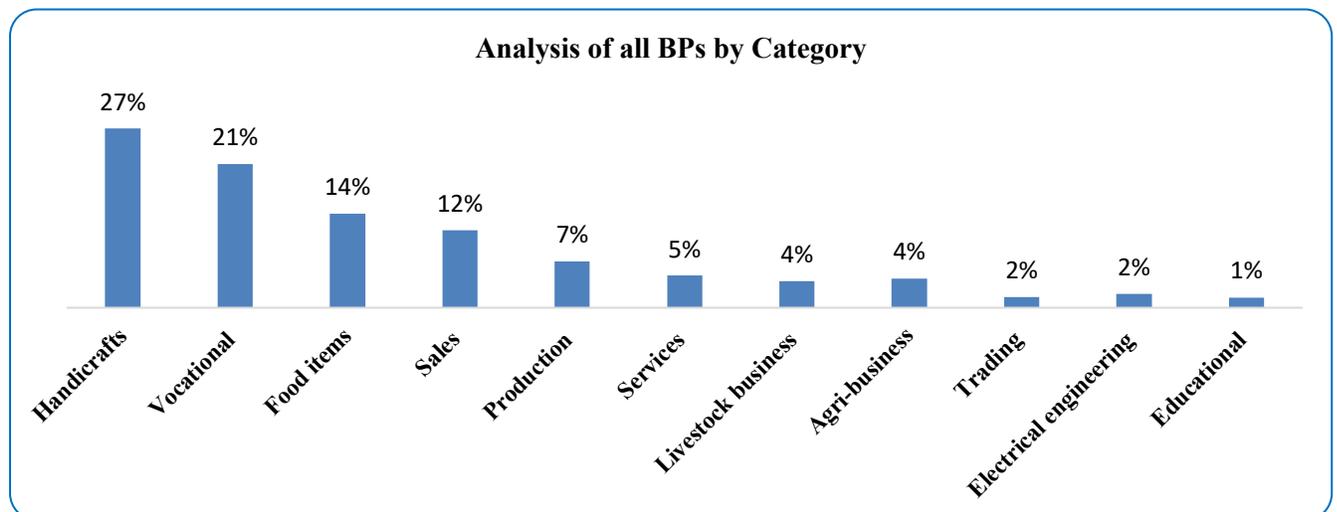
**All BPs Category Analysis**

More of the BPs, (27%) were written in handicrafts 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.

The second highest number of BPs (21%), were written in vocational work such as: art, tailoring, cooking and photography. 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. In general, the Tashabos program implementation has improved over the years due to the continued endeavors of the TEO team in a coordinated approach with the stakeholders. A number of students built partnership with relatives or friends and started businesses, while others are in the planning stage to start businesses. The third highest category, 14%, were written for food items.

Twelve percent of the BPs written were in sales, 7% were in production such as key chains, clothes, paint, lamps and bags, 5% in services such as restaurants of various types (such as mobile), poverty reduction, laundry, beauty parlor, bike riding for ladies, coffeeshop for ladies, fast-food online services, etc., 6% in livestock business such as Watani milk sales, poultry or dairy cow farming and fishery etc., 4% agri-business, 2% trading import and export, 2% in electrical engineering and 1% educational activities.

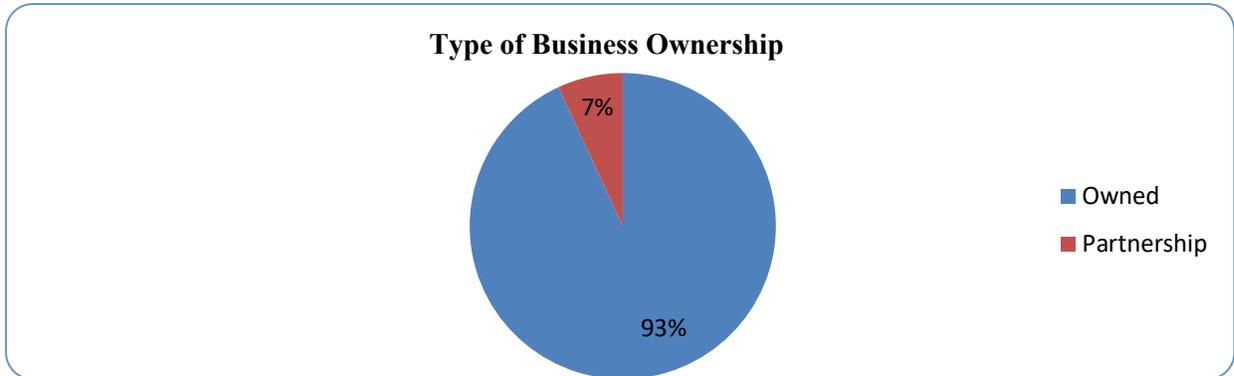
**Graph 5: General Analysis of all BPs by Category**



### All BPs Ownership Analysis

The BPs data was analyzed to determine the kinds and amounts of business ownership. The majority of BPs, little over nine in ten or 93%, were owned by the students and 7% were in partnerships.

**Graph 6: General Analysis of BPs Ownership**

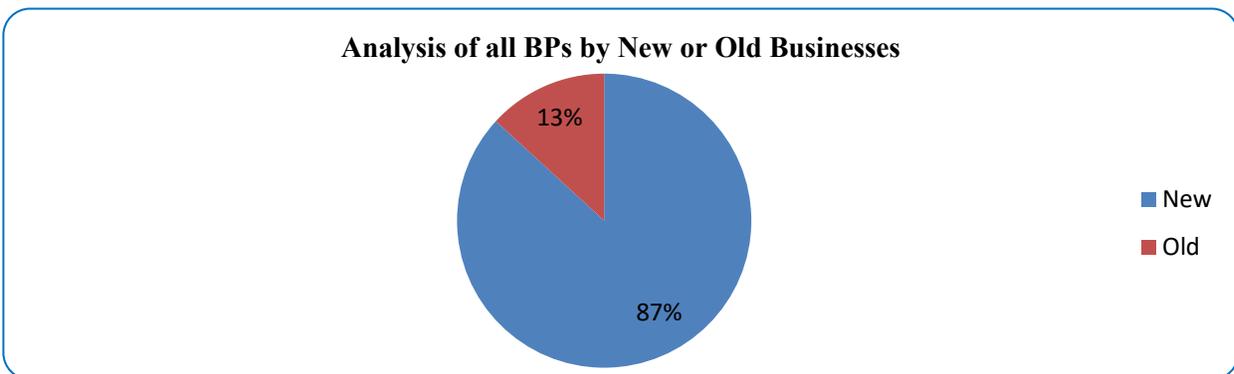


### All BPs New and Old Businesses Analysis

Again this year the majority of BPs, 89%, were for new businesses compared to 77% last year and 86% the year before

This year 2020/21 also, the majority of BPs, 87%, were for new businesses compared to little more 86% last year 2019/20, 89% in 2018/19, 60% in 2017/18 and 41% in 2016/17 years back. TEO will strive to keep the momentum increase in writing BPs for new businesses and encourage student understanding of the importance of the BPs. The remaining 13% were to continue or develop old businesses begun by the student or a family member compared to 14% last year 11% in 2018/19, 40% three years before in 2017/18 and 59% 2016/17 four years back.

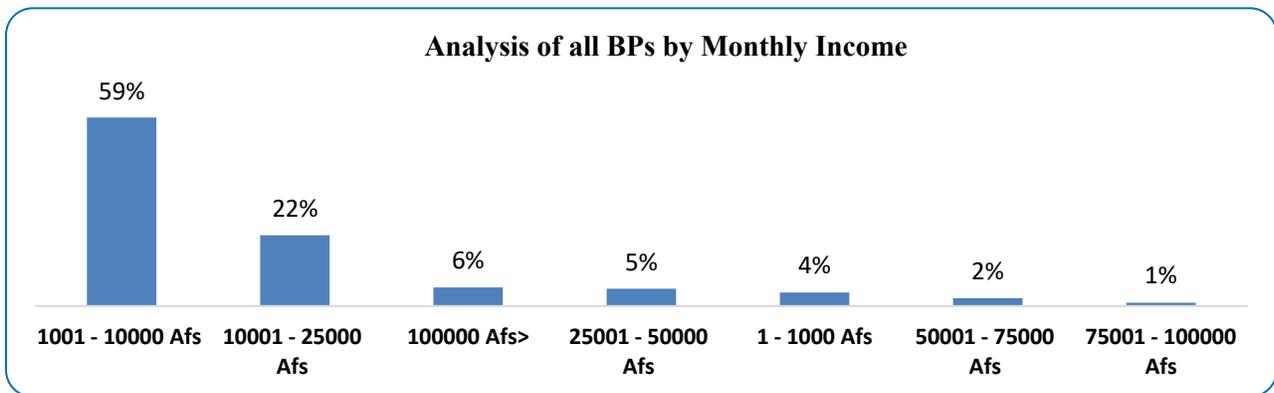
**Graph 7: General Analysis of all BPs by New or Old Business**



### All BPs Monthly Income Analysis

To identify the monthly income of all BPs, the data was assessed to find the level of the income. A majority of BPs, 59%, had a monthly income between AFN. 1,001–10,000, followed by 22%, between AFN. 10,001–25,000; 5%, between AFN. 25,001–50,000; 2%, between 50,001–75,000 AFN; 1%, between AFN. 75,001–100,000; 6%, income was over AFN. 100,000 and the lowest income 4%, was between AFN. 1–1,000.

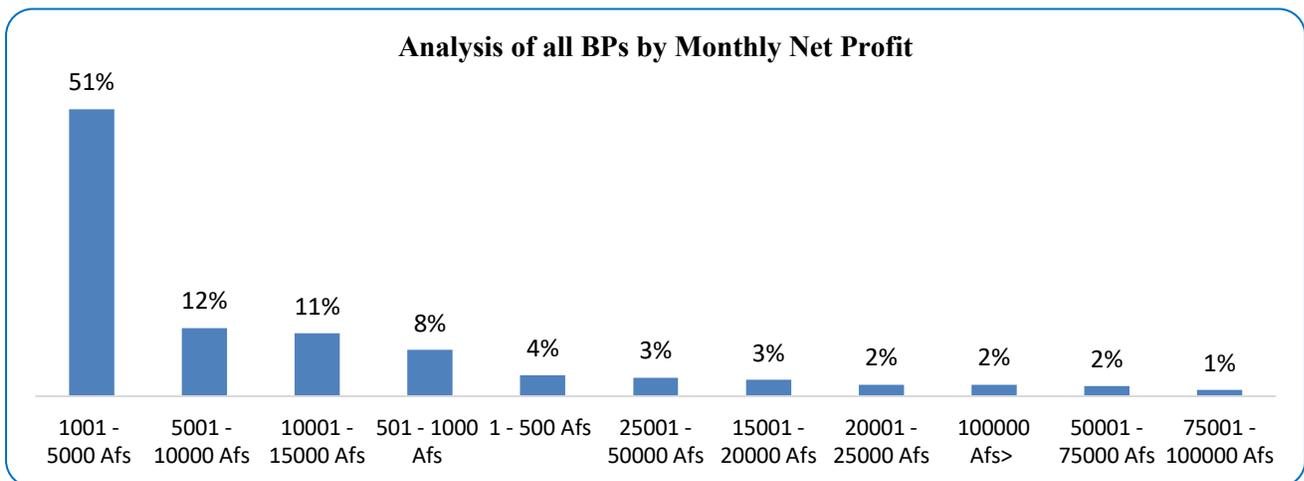
**Graph 8: General Analysis of all BPs by Monthly Income**



**All BPs Monthly Net Profit Analysis**

Data was assessed to identify the monthly net profit of all BPs to determine net profits. The majority of BPs, 51%, monthly net profit was between 1,001–5,000 AFN, followed by 12%, between AFN. 5,001–10,000, 11%, between AFN. 10,001–15,000, 8%, between AFN. 501–1,000, 3%, between AFN. 25,001–50,000, 3%, between AFN. 15,001–20,000, 2% between AFN. 20,001–25,000, 2% AFN. over AFN. 100,000, 2%, between AFN. 50,000–75,000, 1% between AFN. 75,001–100,000 and the lowest net profit 4% was between AFN.1–500

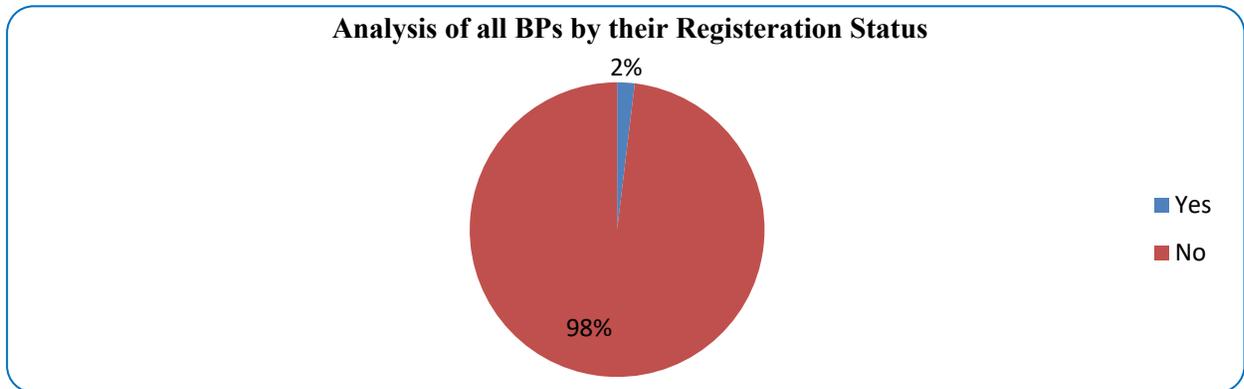
**Graph 9: General Analysis of all BPs by Monthly Net Profit**



**All BPs Business Registration Status Analysis**

In their initial stages, it was interesting to learn the legal registration status of the Tashabos students’ businesses, if any were registered. Only a very low level of the BPs, 2%, were registered. The remaining 98% were not registered.

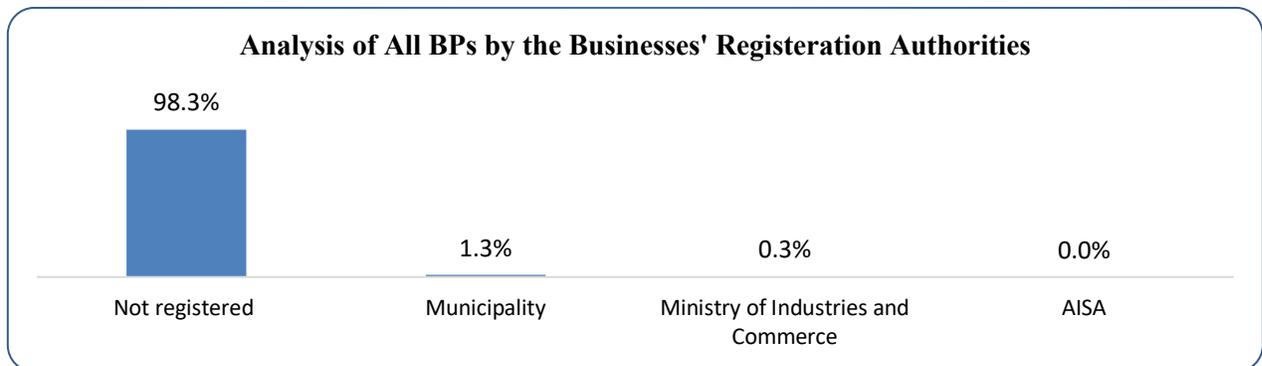
**Graph 10: General Analysis of all BPs by Registration Status**



**All BPs Businesses' Registration Authorities Analysis**

TEO team was also interested to learn where the 2% businesses were registered. The assessment found that 1.3% were registered with a municipality and 0.3% with the Ministry of Industries and Commerce. This year there is none registered with Afghanistan Investment Support Agency (AISA) as the agency was dissolved.

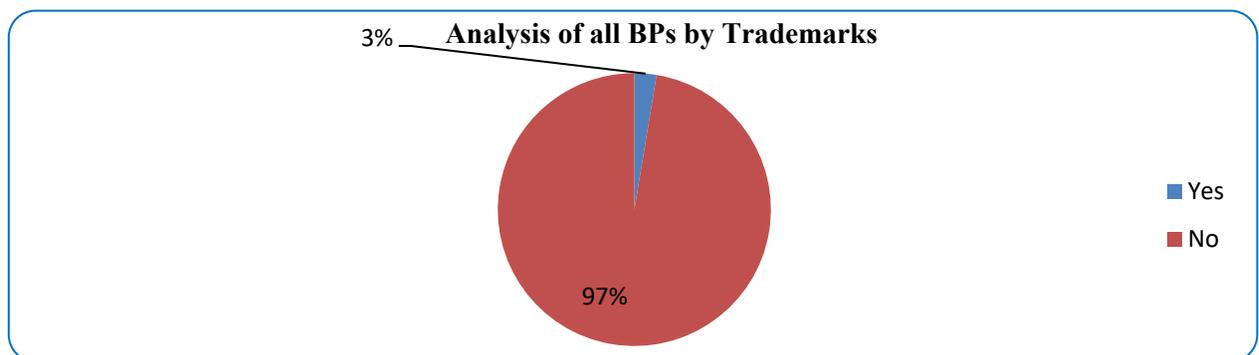
**Graph 11: General Analysis of All BPs by Businesses' Registration Authorities**



**All BPs' Trademarks Analysis**

Data was analyzed to determine if the businesses possessed trademarks. Interestingly the same level of the businesses registered with legal authorities, 3%, also possessed trademarks and 97% did not have trademarks.

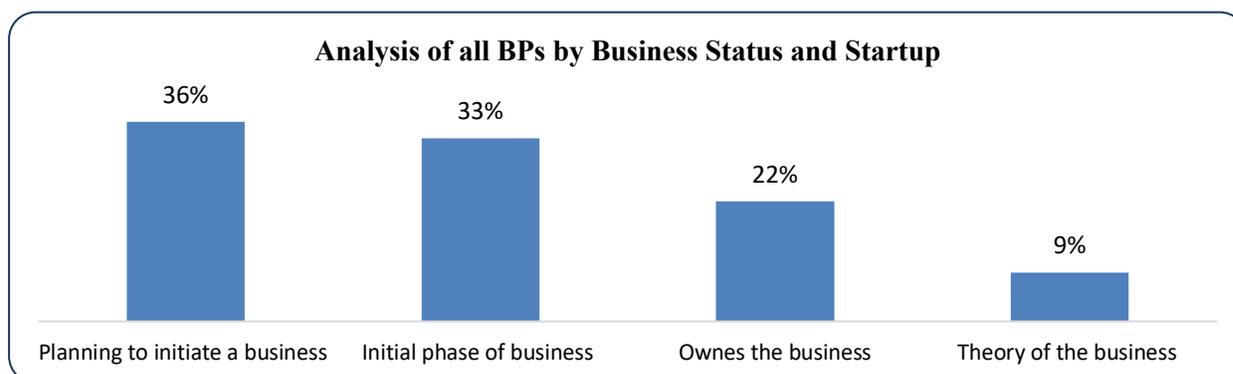
**Graph 12: Analysis of all BPs by Trademarks**



### All BPs' Business Status and Startup Analysis

The BPs data was assessed for the business status and startup. About one quarter (36%) of the Tashabos students were planning to initiate businesses, 33% of the businesses were in the initial stage, 22% of the students were running a business they own and 9% were in the theory stage of the businesses.

**Graph 13: Analysis of all BPs by Business Status and Startup**



### All BPs Main Categories by Province Analysis

A general analysis of all the BPs shows three main categories, handicrafts 27%, vocational work 21% and food items 14%. However, this differs from province to province in the provincial analysis. In Bamyan Province 48% the most BPs, 28%, in Parwan Province, 29%, and Kabul Province 28% were written in handicrafts. In Nangarhar Province the most BPs, 29%, were written in vocational works. The second main categories were 25% food items in Parwan Province, 21% vocational works in Kabul Province as well as 18% in Bamyan Province, 21% production in Nangarhar Province. The third main category was different in each of the provinces. Vocational works 21% in Parwan, sales 15% in Nangarhar, food items 14% in Kabul and agri-business 12% in Bamyan.

**Table 3: All BPs Main Categories by Province**

	Kabul	Parwan	Nangarhar	Bamyan
Handicrafts	28%	Handicrafts 29%	Vocational Work 29%	Handicrafts 48%
Vocational Work	21%	Food items 25%	Production 21%	Vocational Work 18%
Food items	14%	Vocational Work 21%	Sales 15%	Agri-business 12%

### ALL TOP 10 BPs PROVINCIAL ANALYSIS

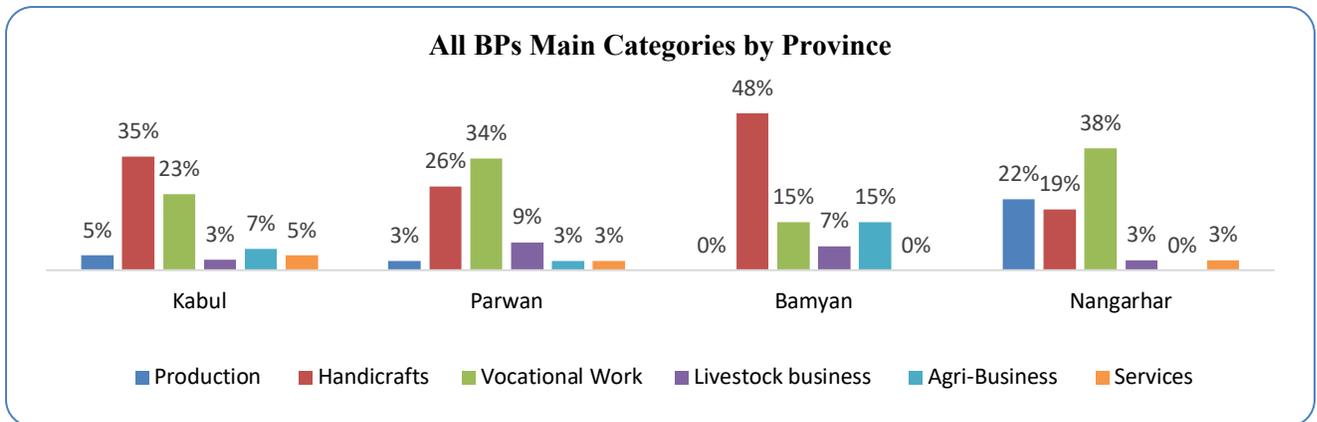
TEO organized 38 BPCs out of 42 Tashabos high schools in four provinces. Looking into the Tashabos 38 high schools' Top 10 data, among 354<sup>1</sup> contestants, more of the girls 73% wrote BPs, which is true in Parwan, Bamyan and Kabul the number of girls' schools are high than of the boys. In Nangarhar girls wrote more than half of the BPs, where the number of Tashabos schools are equal.

<sup>1</sup> Twenty six of the Top 10 Tashabos students did not attend the BPCs; otherwise, the total number of all Top 10 would be 380 contestants.

### All Top 10 BPs Category Analysis by Province

Graph 9 shows general analysis of all Top 10 BPs in three main and highest categories, handicrafts 22%, vocational work 19% and sale 13%. However, this differs from province to province in the provincial analysis. In Kabul Province the most BPs, 35% and in Bamyan 48% were written in handicrafts. In Nangarhar Province most of the BPs 38% and in Parwan Province, 34%, were written in vocational works. In Kabul Province the BPs, 23%, 7%, 5% and 5% were written in vocational work, agri-business, production and services respectively. In Parwan Province 26% and 9% of the BPs were written in handicrafts and livestock respectively. In Bamyan Province 15%, 15% and 7% of the BPs were written in vocational works and agri-business respectively. In Province Nangarhar Province the BPs, 22% and 19% were written in production and handicrafts respectively. Interestingly, last year the handicrafts category was the highest in all the four provinces, whereas, this year the handicrafts category in Bamyan and Kabul, while vocational works in Nangarhar and Parwan are the highest among all categories. It was same level with production last year in Kabul and Parwan Provinces.

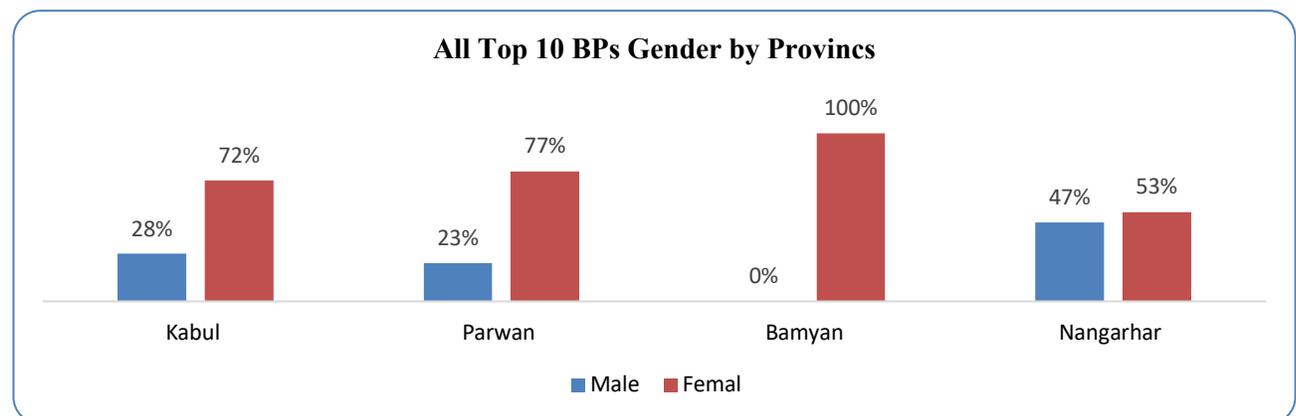
**Graph 14: All Top 10 BPs Categories by Province**



### All Top 10 BPs Gender Analysis by Province

Graph 10 shows the Top 10 BPs gender analysis by province. More of the girls (100%) in Bamyan, 77% in Parwan, 72% in Kabul and 53% in Nangarhar wrote BPs. This year in Nangarhar more of the girls than boys wrote BPs, which were equal last year because of the equal number of girls and boys schools. This is followed by 28% in Kabul, 47% in Nangarhar and 23% boys in Parwan wrote BPs. This year none of the boys schools were able to participate in the BPCs.

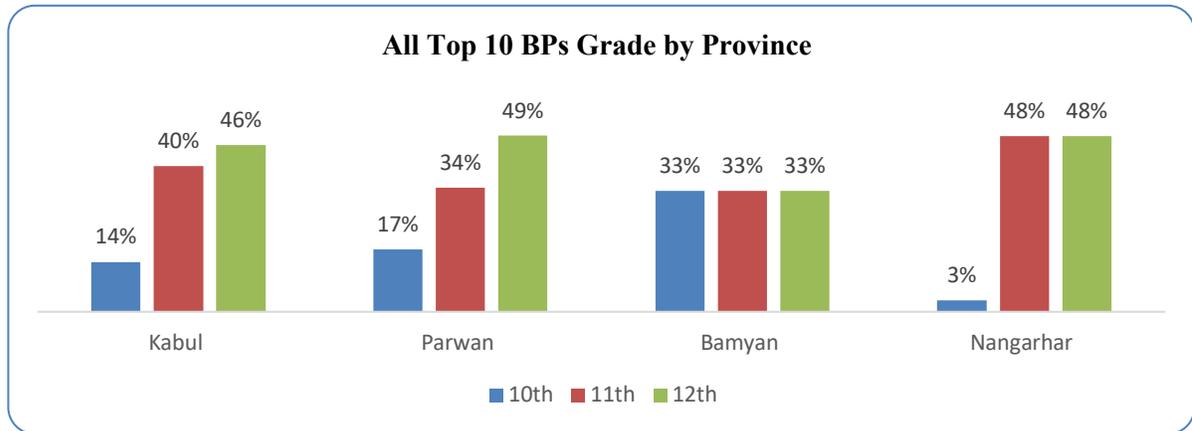
**Graph 15: All Top 10 BPs Gender Analysis by Province**



### All Top 10 BPs Grade Analysis by Province

This year too, more of the Tashabos students of Grade 12 in Kabul and Parwan wrote BPs. Tashabos students of Grade 12 in Kabul (46%) and in Parwan (49%) wrote BPs. Interestingly, both Grades 11 and 12, each 48% wrote BPs. Also of the interest all three Grades 10, 11 and 12 each 33% wrote BPs. This is followed by Grade 11 in Kabul (40%) and in Parwan (34%), wrote BPs. Grades 10 Tashabos in Kabul (14%), in in Parwan 17% and in Nangarhar (3%) wrote BPs. As stated in the general analysis of all 1,150 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.

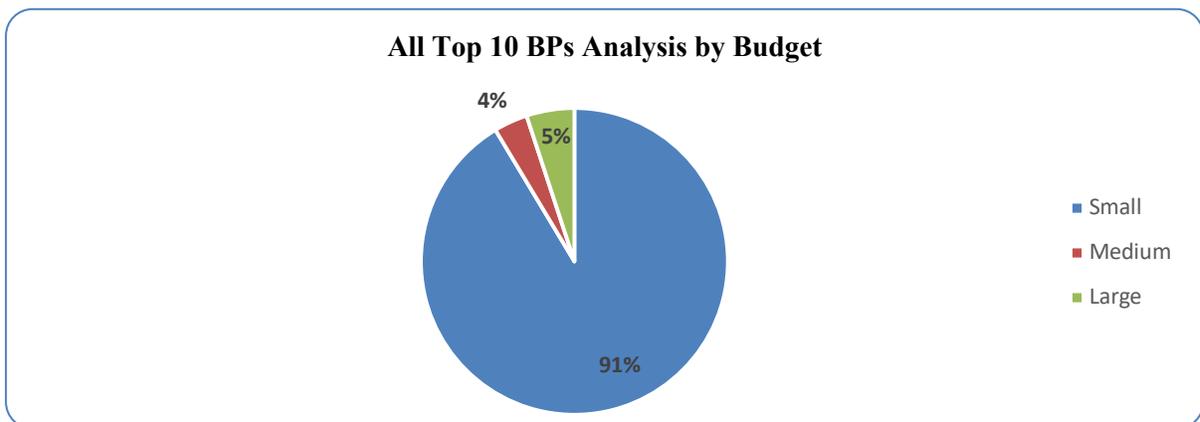
**Graph 16: All Top 10 BPs Grade Analysis by Province**



### All Top 10 BPs Budgets Analysis

TEO’s criteria for budgets are small budgets under AFN 150, 000, medium budgets from AFN 150,001 to AFN 500,000, and large budgets above AFN 500,000. Because the budget criteria were well communicated to the students by their Tashabos teachers the students considered budgets based on the criteria. Therefore, majority of the BPs (91%) had small, 5% large and 4% medium budgets.

**Graph 17: All Top 10 BPs Budget Analysis**



## **TEO BACKGROUND**

Established in December 2010, the Tashabos Education Organization (TEO) is a youth focused organization that promotes responsible citizenship and leadership, good governance and lessons in entrepreneurship toward small and medium business participation in the market economy. It also introduces networking to high school students in Grades 10, 11 and 12 in Kabul, Nangarhar, Parwan and Bamyan Provinces. There are over 36,000 students in the program, including girls (56%) and boys (44%) and graduating around 10,000 students complete the program annually.

TEO grew out of a Center for International Private Enterprises (CIPE) project to promote entrepreneurship among youth, particularly those in high school. 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 good governance and ethical business practices. Tashabos teaching prepares students with knowledge, skills, attitudes, values, management and leadership. It strives to inspire youth towards creativity and innovation to be socio-economically empowered. The National Endowment for Democracy (NED) funded TEO.

TEO is a Kabul-based indigenous, nonprofit, nongovernmental organization registered with the Ministry of Economy dated December 6, 2010 (15/09/1389) with number 1877 and Ministry of Women's Affairs. TEO is member of the Agency Coordinating Body for Afghan Relief and Development (ACBAR). TEO has an active board of highly qualified members, and collaborative Memorandums of Understanding with the Ministry of Education (MoE), Ministry of Women's Affairs (MoWA), Ministry of Industry and Commerce (MoIC), Afghanistan Women Chamber of Commerce and Industries (AWCCI) and the Afghanistan Chamber of Commerce and Industries (ACCI). TEO has an active board of highly qualified volunteer members.

The Tashabos 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, outside schools and in 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 a national event when an independent jury assess the Final Top 10 contesters in front of audience of around 200 participants of Tashabos students, teachers, schools' principals, media and representatives of ministries, international community and civil society in Kabul City.

TEO is a model, led by examples, and a competency based organization with committed human capital serving humanity through sustainable approaches. TEO is voice of the budding entrepreneurs.

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

**Vision:** Develop innovation and creativity in young entrepreneurs

**Mission:** The TEO's mission is to advance the spread of democratic principles, self-reliance and sustainable development through the education of our Afghan youth.

**Goal:** Engendering Entrepreneurship in Afghan Youth

**Objective:** To instill in Afghan youth an awareness of the values of entrepreneurship, market economics, and self-reliance

[www.teo-af.org](http://www.teo-af.org)

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



Figure 3: Top 50 Tashabos Student-Entrepreneurs' Products



Figure 4: Top 50 Group II Recorded by MoE RTV and a Sample of the BPs