

Humanising Entrepreneurship Development Programme for Youth in Afghanistan

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Abstract: The highest rate of unemployment among youth has drawn everyone's attention globally. This trend is at its increasing pace in many developing countries and people are seeking to find a solid solution. According to the SDG4 goal of Quality Education, education systems should be optimised where universities and colleges nurture knowledgeable, skilled and ethical graduates especially entrepreneurs in order to help in creating decent job opportunities for their own selves and creating job opportunities for others. Therefore, the aim of this paper is to propose conceptualise Youth Entrepreneurship Development Programme model where youths can develop and harness their entrepreneurial knowledge and skills with human values. In addition to entrepreneurship-based education, this conceptual paper is to help youth in creating start-up ventures and small and medium sized enterprises (SMEs) that result in economic transformation of society, creating more decent job opportunities, and enhancing societal well-being. This paper adapted the design thinking methodology providing business models, plans and strategies to humanise entrepreneurship education programme. The main contribution of this paper is a conceptual business model to empower youths through humanising entrepreneurship education in Afghanistan to nurture their entrepreneurial, knowledge, skills and Islamic values in creating job opportunities.

Keywords: Humanising education, youth entrepreneurship, SDG4 goal, SMEs, unemployment, jobs, Afghanistan.

1. INTRODUCTION

Entrepreneurs are the lifeblood our economy and source of all net new jobs and the engines of innovations (Ricketts, 2017). In addition, youth are the biggest part of a community and they have the ability to run the society either in the right or wrong direction (Ekere, n.d.). Moreover, youth are the assets for the well-being of whole society therefore, teaching humanised entrepreneurship education to youth will help developing country to reduce the unemployment rate and create more job opportunities. Specifically, Afghanistan is one of those developing countries which is suffering from the highest youth unemployment rate (Ahmad, 2018) However, Afghanistan has enormous number of youths but the rate of unemployment is quite considerable as it could be due to the weak education system (Youth, 2015; Sherzad, 2017). Globalization is a key for every single country in order to keep itself in the development track. Besides the inadequate education system, Afghanistan education curriculum is inefficient (Romanowski, Mccarthy & Mitchell, 2007)). Therefore, to nurture youths to become holistic, entrepreneurial and balanced graduates with knowledge and skills in leveraging advancements of new technology, Afghanistan's educations systems need transformation. Aligned with the Sustainable Development Goal 4 (SDG4) - Quality of Education. As well as SDG8 - promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. In addition, entrepreneurship should be taught to universities and school students to empower their competencies in creating more job opportunities. Therefore, this paper proposes a conceptual business model alternative for implementing humanising entrepreneurship development programme among youths, university, college, and school students in Afghanistan.

1.1 PROBLEM STATEMENT

Unemployment is the biggest concern globally; the rate of unemployment varies from country to country but the highest rate of unemployment can be seen in developing countries where one of those countries is Afghanistan. Moreover, youths are a huge part of our society where they play an essential role in building sustainable society. The rate of unemployment

in youth is most destructing where it directly affects the society and associates with social and economic problems. In this case, government and other educational centers should take it into account to focus on providing entrepreneurship development programs for students in order to enhance their skills, creativity, create jobs and reduce the poverty and enhance well-being of society. Afghanistan is the only country having a huge number of youths where they are suffering from the highest rate of unemployment in the world as Ahmad (2018) said “Nearly half of Afghanistan’s population (48%) is under the age of fifteen, and 60% is under the age of twenty-four, making it one of the youngest nations on earth. However, there are not enough jobs available to supply the demand of this rapidly growing labour market and provide livelihoods for a predominantly unskilled and illiterate work force youth unemployment is at 31%, even higher for female youth” (p.16). Economically, Afghanistan is one of the poorest countries where most of the people especially youths live in poverty as (Ahmad, 2018) indicated that “despite being the world’s largest recipient of aid, 55% of Afghanistan’s population live below the poverty line. According to a 2016-17 survey by the country’s Central Statistics Organization (CSO) 16 million people from an estimated 30 million population suffer from poverty both in rural and urban areas” (p.16). Nationwide, the low quality of education in Afghanistan is another big concern. In order to stay relevant to the market needs and economically sustainability, fundamental changes in the education system is imperative. Based on a survey done among students in Afghanistan schools regarding the quality of education, 70% of the respondents confirmed that the quality of education in Afghanistan is not in line with the market needs. The current level of education fails to prepare balanced graduates with the right knowledge, skills, and values for immediate employment or self-employed. The low quality education system does not equip graduates with required academic elements (Sherzad, 2017).

1.2 OBJECTIVES

In a job-scarce environment, where unemployment is at peak the need for empowering entrepreneurship especially among youths is a prime concern (Gwija, Eresia-eke, & Iwu, 2014). Therefore, humanising entrepreneurship education among youths is very crucial. The main objectives of this paper are to propose a conceptualised business model for humanizing entrepreneurship education and to nurture youths with required entrepreneurial knowledge, skills & values and to maximize employability through implementing Entrepreneurship Development Programme. The other objective of this paper is to promote entrepreneurship education and increase skillful entrepreneurs for creating job opportunities throughout Afghanistan.

2. METHODOLOGY

This paper adapted the design thinking approach “it is a discipline that uses the designer’s sensibility and methods to match people’s needs with what is technologically feasible and what a viable business strategy can convert into customer value and market opportunity” (Brown, 2017). This approach includes conducting literature review, interviews and utilising business modelling tools such as BMC and VPC to analyse, formulate and design business model alternatives for Humanising Entrepreneurship Development Programme. Beside these business tools, interviews were conducted with youths, donors and volunteers for validating the initial BMC and VPCs for further refinement and future implementation.

3. LITERATURE REVIEW

Entrepreneurship plays a huge role creating jobs opportunities and reducing unemployment rates throughout the world. As (Dlamini & Bimha 2017) stated that “Entrepreneurship is regarded as a potent tool to fight unemployment especially among the youth” (p.3). Moreover, as Naude (2013) also said; entrepreneurship is widely known by many as gateway for self-sustainability, empowerment and economic developments (as cited in Dlamini & Bimha 2017). In addition, youth entrepreneurship education plays a vital role in facilitating economic development and creating jobs opportunities in a country. In some cases, youth trying to become self-employment it’s because of not finding jobs elsewhere, therefore, entrepreneurship will provide them with invaluable skills such as innovation, decision making, critical thinking, leadership and team working as a result, all of the skills will remain as assets for the rest of their lives (Conference, Tv, & Introduction, 2016). Based on a case study which was done in one of the developing countries (Nigeria) find out that youth entrepreneurship development programme truly plays a key role in the growth of economy of a country but these programs need flexible, modern and knowledge based centres to foster youth entrepreneurial skills further (Fadeyi & Isiauwe, 2015). However, nowadays the academic institutions somehow included entrepreneurship related courses in their curriculum but they are not good enough to equip graduates as required. The reason integrating entrepreneurship education development program is to help graduates ventures into self-employment regardless of looking for wages employment. Therefore, entrepreneurship is to start new profitable small businesses professionally. According to Bwisa (2012), the purpose of these methodologies is not merely meant by fostering entrepreneurship however it is aimed to

equip youth with entrepreneurial skills and related attitudes (as cited in Murithi, 2013). Furthermore, for having successful youth entrepreneurship program, it should have minimal financial support in order to have desired outcomes of the program among youth. Initially, the support for YEDP divided into three types; enterprise education, soft support (for example, signposting, skills development, device and assistance) hard support (e.g. Loans micro-Finance and grants). First, the purpose of the enterprise education is to teach them the importance of entrepreneurship and encourage them to investigate about it as well as equip them with entrepreneurial skills such as opportunity recognition initial business plans and running pilot businesses. These practices will allow them to enhance their entrepreneurial skills and competencies for their future careers. The rationales behind these interventions is that there is market failure present youth do not have the right skills and knowledge to predict feasibility of having entrepreneurship in the right time. it is going to be very difficult to estimate the quality and quantity of enterprise education. Proving enterprise education among schools, college, universities and other organization will reflect in having entrepreneurs with the required skills during academic life and it will increase awareness, feasibility or desirability of entrepreneurship and focus on employability. The second one is soft support the aim of this is to support entrepreneurs with signposting and device assistance as the youth mostly face financial limitations it will help them providing technical tools (Internet, gadgets, technician labs, etc.) that they need to use while they practicing. Lastly the third one is hard support, this includes offering micro-finance in the form of loans, funds and grants for their daily expenses. The rationale behind it is to minimize the problems that young entrepreneurs facing and giving them up to leave their start-ups ideas incomplete. However, they may complete the projects but those projects will not be as effective as if they have modern technology to use for its fulfilment. Thus, financial support will encourage them to proceed with their entrepreneurial projects and provide to markets successfully and create jobs (Development, n.d.)

3.1 MEGATREND AND INDUSTRY REVOLUTION 4.0

Megatrends are global and sustained macro-economic forces which impact the economy, business, cultures, society and even personal lives (Mahyuddin & Dahlan, 2019). Entrepreneurship is fast emerging as a transformational megatrend of the 21st century given its capacity to reshape economies and industries throughout the world. As key drivers of economic growth, entrepreneurs are the lifeblood of any expanding economy, generating jobs, introducing new products and services, and promoting greater upstream and downstream value-chain activities. In recent years, the global entrepreneurial landscape has witnessed a paradigm shift in terms of trends, with SMEs playing a pivotal role in social and economic advancement. SMEs on average contribute around 50% or more to the GDP; provide employment to an estimated 60% of the local workforce; create up to 70% of new job opportunities; and account for about 30% of exports (Barkawi, 2017). Particularly, the contribution of SMEs plays a huge role in reducing unemployment among youth. Netlinks.af is one the first SMEs IT leading company launched in 2005 by a single entrepreneur, nowadays the company has more than 200 local employees (“About the company,” n.d.). Therefore, it can be defined as one of the megatrends in Afghanistan that entrepreneurship development program could have a great impact on business, economy, culture and society especially among youth through empowering their competency to think beyond the box and create job opportunities.

A) IR4.0 and its contribution in education

Industrial revolution 4.0 affects not only business, governance and the people but it affects education as well, therefore the name of education 4.0 come to existence. Education 4.0 is the response to IR4.0 where human being and technology are aligned to new possibilities (Hussin, 2018). Fisk (2017) stated that the vision of education 4.0 and learning promote to learners not only achieve the skills and knowledge but also to identify the sources to learn these skills and knowledge. There are few trends related to education 4.0, showing the role of IR4.0 in education. 1) Learning can be done from anywhere any time. 2) Learning will be personalized. 3) The culture of project-based learning among students where students are required to practically apply all the knowledge and skills acquired throughout their studies in completing some short term projects. 4) Exposing students to more hands-on learning through field experience which are doing internship, mentoring projects and celebrative projects. Lastly, the due consideration to students’ opinions in designing and updating the curriculums. As a result, these trends highly contributed to education 4.0 where it shifted the learning responsibility from instructors to learners (as cited in Hussin, 2018).

3.2 SUSTAINABLE DEVELOPMENT GOAL (SDG4 & SDG8) – QUALITY OF EDUCATION

Quality education is the most fundamental human right and is essential for the achievement of sustainable development. The role of SDG4 is to empower youths, combat climate change, fight inequality and minimize extreme poverty. Moreover “while education needs globally are immense, companies can leverage their resources and core competencies to

support governments and other educational institutions in delivering on their promise of education collectively. Businesses and private sectors can help unlock the necessary investments to ensure quality learning opportunities for all children and adults” (“The Role of Business,” 2016, par.1). Some of the key business themes addressed by the SDG4 are; education for sustainable development, availability of skilled workforce, capacity building, direct and indirect impacts on job creation and youth employment (“The Role of Business,” 2016). The 4.4 SDG4 target is; by 2030, “substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship” (“SDG4 and Target 4.4,” 2015). In order to stay sustainable to SDG4 and its main target 4.4, developing countries especially Afghanistan needs to provide quality education particularly entrepreneurship development based education in order to have knowledgeable and skilled entrepreneurs for creating jobs opportunities through lunching SMEs and start-ups businesses. In addition, the purpose of SDG8 is “to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all” (“SDG8,” 2015). Moreover “businesses are engines for job creation and economic growth and foster economic activity through their value chain. Decent work opportunities are good for business and society” (“The Role of Business,” 2016, par 1). Therefore, humanising entrepreneurship development among youths fosters new business related skills. As some of the main themes and solutions addressed by SDG8 are; employment, economic inclusion and availability of skilled workforce as well as fostering entrepreneurial culture and invest in or mentor young entrepreneurs (“Key Business Themes,” 2016).

3.3 HUMANISING ENTREPRENEURSHIP EDUCATION

Universities and schools as knowledge establishment centres are suffering with the challenge of educating student minds to meet the underlying demands of an increasingly world globalization, preparing their students who can address local - national and global problems in order for them to function equally well in these environments. These issues are not local scale but global which affects everyone regardless of race, age, gender or religion. Therefore, not only the higher education communities are responsible for sustaining the environment, but to protect the environment for sustainable living place is everyone’s duty (Winasis & Dahlan, 2019). Sustainability (Istiqamah) is an important value in humanising education, which harness the main principles in building character and virtues of a balanced individuals regardless of race, nation or religion. These virtues and values of an individual include sincerity, honesty, purity of heart, self-sacrifice, trustworthiness, ethical, humility, virtuous, and respectful. The assimilation of these values will enable one to distance himself from being arrogant despite having little knowledge for the sake of gaining position or material wealth (Dzulkifli, A.R., 2015). Humanising education can also be defined as a tool of eradicating social problems in societies. As a part of education, social entrepreneurship can be used as a key tool to make youths responsible and self-reliable as stated that; Brigham Young University professor and I designed and began offering a new course called “Becoming a Global Social Entrepreneur.” Simply stated the course objective was to empower students with a vision of how they could take initiatives to address real social problems in poor countries. In the ensuing decades, as an outgrowth of that first course, seven more were created at BYU, using innovative leadership tools to help villagers develop dozens of cooperatives and social enterprises (Smith, 2018)

3.4 MINING RESOURCES

One of the most crucial pillars in the economy of every country is natural resources (Gouhari, 2013). Mining these resources need skilful individuals, group of community and especially entrepreneurs. Thus, the role of the Entrepreneurship Development Programme is to provide youth with various entrepreneurial knowledge and skills to help mining natural resources for creating job opportunities and reducing unemployment rate among youth. As Afghanistan is a country plentifully rich in natural resources and currently there are more than 1,400 mineral deposits that include; minerals such as gas, oil, and coal and other metallic and non-precious mineral such as cement-grade, lead, gemstones, limestone, iron, copper, gold and salt Besides it, the copper and iron in Afghanistan will generate a huge amount in economy if these mines are extracted properly. Thus, mining these resources can be main pillar for the economy growth and creating employment in Afghanistan (Gouhari, 2013).

4. PROPOSED BUSINESS MODEL

A) Initial Business Model and Validation Process

The initial Business Model (BMC and VPCs) is built based on design thinking, literature reviews, benchmarking and interviews. For the BMC validation, interviews were conducted with potential donors and some divisions in IIUM.VPCs were validated through interviewing 10 Afghan youths, 3 individual donors and 5 volunteers.

B) Findings After Validating BMC and VPCs

Based on research finding, it can be said that entrepreneurship education is a discipline with strong applications for empowering student’s personality formation act in the competitive business market. It helps students accumulating knowledge about businesses, that how to create and run ventures and integrate them into the labour market for continuous economy change. The study applied two different research methods in formulating existing problem. Literature reviews done regarding the issues associated with high unemployment rate among youth. In addition, it is defined in the literature reviews that Afghanistan is the youngest country in terms of having huge number of youth but unemployed. The high unemployment rate associated first the weak and outdated level of primary education---higher education. The other reason found is that all graduates totally dependent on public sector jobs where this sector cannot provide decent jobs for the unemployed youths. The private sector segment and its investment in creating jobs is almost nothing. This is the reason Afghanistan has high unemployment rate among youth. After interviewing 10 students, 9 out of 10 insisted that entrepreneurship education should be taught as importantly as scientific education in order to empower graduates with basic entrepreneurial skills and be able to run their own businesses and create decent jobs. Besides that, 5 volunteers and 3 potential donors interviewed and they validated the initial VPCs and they suggested the symptoms and remedies based on relevant projects done previously in similarity to the proposed BMC and VPCs.

4.1 Validated Business Model Canvas

The nine blocks of BMC capture the business big picture and its logic, and it is divided into four important keys drivers: (a). Value and customer driven strategy which is focusing on the value proposition and customer segment block; (b) Finance driven strategy which is focusing on the Revenue Streams and Cost Structure block; (c) resource and activities driven strategy which is focusing on key resources and key activities block; and (d) partnership driven strategy which is focusing on key partners and channel block (Winasis & Dahlan, 2019). The validated BMC, after interviewing the Centre of Entrepreneurship Development and the Centre for Community Engagement of IIUM, is shown in Figure 1 below.

Key partners -Government Donors -Welfare Foundation -Sponsors -Businessmen -Ministry of Education -Ministry of higher education -NGOs -IDB/OIC	Key activities -E-facilities -Global Network -Enhance creativity - Islamization -Teaching Entrepreneurship -Trainings Key resources -Lecturers/ students -IT resources -Alumni -National -International -Working labs -EDC, CFI, CFCE	Value proposition -Bring Innovative ideas to real world -Inspiration for new generation -Creating decent jobs -Reduce unemployment -Participation in global forums -Well-being of society -Islamic values -Trusted sponsors -Mentoring -Humanising education -Trusted competent institutions	Customer relationship -Awareness campaign -Online engagement -Social media -TVs Channels -Newspaper -Network of Mosques -Booths for distributing handouts. Channels -Social media -Regional offices -E-marketplace -E-learning -Network of Mosques	Customer segments -Youths -Students -Universities -Schools -Community -Government -National entrepreneurs -Title sponsors -Rich Muslims individuals -Donors -Volunteers
Cost structure -Staff salary -IT/IS resources - Key resources -Senior professional individuals -Maintenance. -Training cost		Revenue streams -Government funds -Donation - Zakat/Waqf -Sponsorship -Advertisement fees		

Figure 1: Validated BMC

4.1.1 Value proposition

The value proposition building block is the most important part of the programme as it defines the unique values that EDP creates for the potential customer segment. This values include; empowering innovation, inspiration of students, creating jobs, reducing the level of unemployment, teaching Islamic values, providing global forum opportunity for the young entrepreneurs to boost their entrepreneurial skills in order to have balanced graduate for the well-being of society.

4.1.2 Customer Segment

The customer segment building block describes the different group of people and organizations that we are aiming to proudly work and serve for them. It includes and focuses the young and senior entrepreneurs, the students of university and schools, youths, rich Muslims individuals and community as whole. The target organizations are government, national level SMEs, title sponsors from big organizations, donors and volunteers.

4.1.3 Customer Relationship

The block of customer relationships describes different types of relationships that will establish with some specific customer segments in order to run project smoothly. The relationships will be built through awareness campaign and other online mediums such social media and TVs channels. Most importantly through Network of Mosques (NoM)- The “NoM members, digitally connected, function as the avenue in capturing and updating data on the poor families as well as encouraging active entrepreneurs/providers in Government-led (Poverty Eradication)” (Dahlan, Rahman, Jamaludin, & Othman, 2014).

4.1.4 Channels

The Channels building block represents that how your project/programme communicates with customers and reaches to their needs through delivering the Value Propositions. The main channels that will be used both locally and internationally include Social Networks Site (SNS), provide regional offices and booths in certain times for example entrepreneurship week in IIUM. Besides E-Marketplace and eLearning tools, Network of Mosque (NoM) will be also used among the Muslims communities to promote business activity and leverage service delivery between Mosques (Dahlan, Osman, Ma-key & Saleh, 2013).

4.1.5. Revenue Stream

The Revenue building block defines the insights about the revenue stream models and the cash that EDP generates from each segments of customers. The potential revenue stream models include; specific government funds that they provide for education improvements and the donation comes from donors as well as the provision of Zakat/Waqaf it could be either Zakat/Waqaf units or individual Muslims or companies. In addition, some other potential revenue models are the sponsors for specific mega events, OIC and advertisements.

4.1.6. Key Partners

The Key Partners building block represents the platform of suppliers and key partners which make the EDP work and run successfully. The key partners consist of government officials, donors, welfare foundations, sponsors and most importantly the ministries of education, higher education. Besides that, there are some other key partners which play key roles in partnership that include IDB, OIC and alumni of IIUM in Afghanistan.

MOHE and MOE: these two ministries particularly work for the enhancement of education in Afghanistan. They annually allocate a huge amount of money to build schools and increase literacy among the youths.

IDB: The Islamic development bank is an international and mulita-lateral development financial institution, the main aim of IDB is to foster economic developments and social progress of all its member nations and Muslim communities either individual or joint basis with alignment of principles of Islamic Sharia'h and law.

OIC: The Organisation of Islamic Cooperation is the second largest inter-governmental organisation after UN, built up 57 Muslims states over the four continents. This organization is the collective voice of the Muslim world. Its aims to safeguard and protect the economic and socio interests of the Muslim world in the spirit of promoting international peace and harmony among different people in the globe.

4.1.7 Key Activities

The key activity building block describes the most crucial things that EDP must do in order to make its business model works. In addition, the key activities include; Teaching entrepreneurship courses, providing skilled training workshops (eco-tourism, carpet industry, homemade clothes and mining resources) enhance creativity and providing e-facilities (e-Learning & e-Marketplace) for the youths in order to participate global forums and most importantly teaching them Islamisation for providing balanced graduates from every aspect of life.

4.1.8 Key Resources

The key resources building block describes the most necessary assets which required to make EDP program run smoothly. The key resources include; Professional lecturers to teach entrepreneurship courses, providing working labs and IT resources where both lecturers and students will use for their classes, Alumni of the IIUM in order to teach them entrepreneurial skills for the youths. Other than that, the cooperation of EDC and Centres divisions are the most important key resources for making this programme succeed.

4.1.9 Cost Structure

The cost structure building blocks describes all costs associated to Entrepreneurship Development Programme which includes; staff's salary, buying IT and other tangible resources use throughout the programme, the salary of other senior professional entrepreneurs, maintenance and training cost.

5. VALUE PROPOSITION DESIGN CANVAS

Value proposition design canvas can be used to create and generate the values offered by EDP to its customer segments. In VPC, customer segments include youths, donors and volunteers. These are the two building blocks taken from BMC. First one is Value Proposition and second one is Customer segment of VPC. In addition, the value proposition map describes the unique features of specific value proposition in a business model in a well-structured and detailed way. This segment breaks down the value proposition into products and services which are pain relievers that describe how the product and service alleviate customers pain, gain creators that describes how the product and service create customer's gains. However, the customer profile or segment describes the specific customer segment in the business model in a well-structured and detailed way. This breaks down the customers into its jobs which describes that what customers are really trying to get done in their lives and works such as pains that describe negative outcomes, obstacles, and risk related to customer jobs; gains that indicate the most wanted outcomes customers desire to achieve or the concrete benefits that they are looking for (Osterwalder, Alexander, Pigneur & Yves, 2014).

NO	CUSTOMER SEGMENTS				VALUE MAP		
	Customers	Customer jobs	Pains	Gains	Products & Services	Pain Relievers	Gain Creators
1.	Youths	-Learning -Participate in global forums. -Well-being -Achieve Entrepreneurial skills	-Low quality education -Unemployment -No Sponsorship -Dependency -Lack of creativity -Lack of skills	-Creative ideas -Create jobs -Self-sustained -Employability	-Entrepreneurship Development training. -Online facilities -Balanced graduates -Flourish Creativity	-Mentoring -Social Entrepreneurship. -Senior entrepreneur's lecturer. -e-facilities	-Providing skilled lecturers. -Cherish their ideas. -SMEs facilities
2.	Donors	-Provide funds -Sponsors projects -Control activities -Program sustainable outcomes	-No enough budget to provide training workshops. -No direct help to support institutions. -Utilize resource	-Bring professional entrepreneurs -Provide tangible sources. -Cooperation	-Maintenance Cost -Staff Salaries -Training Cost -IT resources. -eLearning -eMarketplace -MOOC	-Hire professional individuals. -Modern labs for real practices. -Workshop sponsorship -Budgetary plan -Strategic planning	-Quality services. -Quality Assurance. -Succession of projects -

3.	Volunteers	-Charity campaigns -Zakat/Waqaf -Booths for handout. -Teaching as volunteers	-Social Entrepreneurship. - Reduce individualism -lack of confidence	-Personal experience -Peer pressure -Trusted environment	-Monitor activity as volunteerism.	-SE practices -Enhance self-reliability	-Minimize cost -Minimize manpower

Figure 2: Validated Value Propositions Canvas

6. CONCLUSION AND FUTURE WORK

The implementation of EDP is aimed to humanise education, provide invaluable insights and practices of entrepreneurship education for youths. This programme can be defined as a pioneering conceptual solution/alternative to nurture youths with entrepreneurial skills and values, as well as reduce unemployment rate among adolescents and create decent jobs in Afghanistan. In addition, the conceptual models which are BMC and VPCs are developed to visualize, formulate and propose solution/alternatives current jobs related problems surrounded by youths and society and to make inline the current education systems with SDG4, Quality of education and achieve its 4.4 target which is having knowledgeable and skilled entrepreneurs by 2030. Moreover, to achieve SDG8, promoting and sustaining an inclusive and sustainable economic growth by having productive employability and decent work for all. Future works include translating the conceptual models (BMC and VPCs) with the validated programme into detailed project and change management plan and implement accordingly. A wide range investigation will be done to leverage the scope of the project in future. For the implementation, will come up with depth-in observations and understandings to find potential findings and ideas to support and initiate the objectives of the programme. These findings include initiating costs, target youths and planning for the specific training context as well as facilitating their learning tools and evaluating project deliverables as planned.

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