

# Youth Empowerment through Humanising Entrepreneurship Education Programme in Afghanistan for Jobs Creation

<sup>1</sup>Shafiullah Wasiq, <sup>2</sup>Abdul Rahman Ahmad Dahlan

<sup>1,2</sup> Kulliyah of Information and Communication Technology

International Islamic University Malaysia, Kuala Lumpur, Malaysia

Authors Email Id: wasiq.shafiullah@live.iium.edu.my <sup>1</sup>, arad@iium.edu.my <sup>2</sup>

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**Abstract:** Entrepreneurship is considered a key factor for economic growth and the development of a country. This is because it has the potential of creating millions of job opportunities. Entrepreneurship provides opportunities in offering a variety of consumer goods and services, and generally help in reducing poverty in the society. Because of this positive effect of entrepreneurship, in the recent two decades entrepreneurship education has grown rapidly all over the world including in Afghanistan. In the middle of this development remains the issues and challenges confronting the Afghan youth, ranging from severe poverty, youth unemployment and dependence of youth solely on government jobs. This paper therefore argues the importance of entrepreneurship education in Afghanistan for empowering youths to be self-employment, to create decent job and to contribute to the well-beings of society. This paper adapted the design thinking and system thinking approach to solve the youth problems in Afghanistan through understanding their needs by building and developing business models using tools such as Business model canvas (BMC) and Value proposition design canvas (VPC). The approach includes conducting literature review and interviews for understanding the key problems; formulating and ideating initial business model options in solving the problems; and validation of business model by interviewing the customer segments. Finally, the main contribution of this paper is to provide a conceptual business models, validated BMC and VPC, and implement humanising Entrepreneurship education programmes in Afghanistan in order to nurture youths with the knowledge, skills and virtues. This paper also contributed on how to educate youth in Afghanistan to become responsible entrepreneurs who can startup their own businesses and hence contributing to the societal well-being.

**Keywords:** well-being, humanising entrepreneur education, decent jobs, unemployment, jobs creation, Afghanistan, BMC, SDG.

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## I. INTRODUCTION

Unemployment regarded as one of the major problems all over the world particularly in developing countries. unemployment is an inconsistent problem which many developed and developing countries suffering[1]. According to the International Labor Organization (ILO) reported that the youth unemployment rate expected to reach 13.1% in 2016 (71 million young people and today world comprises approximately 621 million people between 15 and 24 years are not in education ,employment or training. About 90 % of all youth people live in developing countries[2]. Afghanistan's economy has improved tremendously since the Taliban were driven out in 2001. However, the high rate of unemployment has remained high and the afghan youths affected by unemployment in all over the country. The recent country economic growth has not benefited a large population of young Afghan men and women. According to the International Labor Organization, Afghanistan's economy and jobs are not in that growth position that absorb the annual 400,000 new labor market growing enough to absorb the annual 400,000 new labor market applicants. The unemployment rate in

Afghanistan with 8.80 percent in 2017 and 2018 remained unchanged and the average unemployment Rate in Afghanistan is 9.57 percent from 1991 up until 2018. The unemployment rate was reaching an all-time high of 12.40 percent in 1993 and a record low of 6.70 percent in 2009[3]. Even though the youth are struggling with unemployment but, there is potential for a better economic situation for Afghan youth. In order to empower youth with job opportunities for themselves and others the education of entrepreneurship is necessary in across the country, specially Kabul Afghanistan. Entrepreneurship is regarded as a powerful tool to fight unemployment especially among the youth. It is also regarded by many as the gateway towards self-sustainability, empowerment and economic development. Youth entrepreneurship importance has increased in recent years in all over the world with huge interest in entrepreneurship as path to boost the economic competitiveness and development in the region and in the globe. The factors that why youth entrepreneurship have been given important attention in developed countries are the expanded number of jobless youngsters contrasted with aptitudes advancement the remainder of the populace; the second is the requirement for more noteworthy competitiveness, and the going with weights for and business as a method for tending to the weights of globalization. Thus, entrepreneurship has been regarded as one of the necessities in development of countries because entrepreneurs represent one of the driving forces of economic growth and structural change [4]. The government need to support youths by providing them entrepreneurship education in schools and universities. Entrepreneurship education can increase the entrepreneurial knowledge of students and develops students' opportunity identification abilities and skills [5].

The industries can provide contributions and facilities to university to generate efficient knowledge and at the same time universities need to arrange supplementary programme such as project competition and national level. The Arranging these kinds of reward programmes for successful entrepreneurs can also add value and encourage them[6]. The Higher education institutions can introduce entrepreneurship in education and research programmes and support graduates to encounter these changes. Thus, the Afghanistan government should help youth by supporting sustainable economic opportunities, such as microcredit, offering incentives for entrepreneurship and the growth of small business in the country.

## **II. PROBLEM STATEMENT**

The issue of unemployment is one of the biggest challenges facing the Afghan people, particularly members of the younger generation. Afghanistan population is majority young where around 68 percent of the country's population of some 31 million people is under the age of 25, of which 40 percent are 15 to 24 years of age, according to a World Population Prospects study[7]. This is a generation of Afghans who have the potential and ability to build a stronger future for themselves and Afghanistan and yet many are finding their employment prospects limited[8].

According to word bank report, the unemployment rate in Afghanistan is 8.6 per cent, and the youth unemployment rate is 18.5 per cent, with the female unemployment rate in this age group 6.7 percentage points higher than the male rate. Most of the formal employment is heavily reliant on agriculture and medium-skilled occupations. Few Afghans have access to productive or well-paid employment. A quarter of the labor force is unemployed, and 80 percent of employment is vulnerable and insecure, comprising self- or own account employment, day labor, or unpaid work. This large youth cohort of approximately 8 million is entering the labor market with little education and few employment opportunities. In addition to that a natural disasters, poor security situation and limited development resources and the job creation has been unable to keep up with population growth, and good jobs are few and far between[9].

The youths in Afghanistan face many challenges related to education, employment and gender inequality. The economy has been in a very bad situation because of the conflict. The current economy situation a 40% youth unemployment rate made the situation very complicated and scary for Afghan youth. In the capital of Afghanistan (Kabul), there are places in the streets of Kabul where workers wait in the hope that someone will arrive and offer them a job for minimum wages: plumbers, carpenter[10]. In order to solve the unemployment issue and to help Afghan youth to become active citizens, assume leadership roles to help them become successful entrepreneurs, and to play a key role in the economic growth, reconstruction efforts and community development in their country. All these possible by empowering youth by through entrepreneurship programme education.

## **III. OBJECTIVES**

The main objective of this paper is to develop conceptual solutions based on validated business models that empower youth with the knowledge, skill of entrepreneurship and human values, and the ability to make their own businesses.

Moreover, this programme is to enhance well-being of society by humanising entrepreneurship education and skills. Furthermore, it will also reduce the youth unemployment and poverty in Afghanistan. This programme introduces entrepreneurship education for youths, to stimulate the development of entrepreneurial attitudes and culture. Lastly it also helps in recognizing the substantial impact which entrepreneurship education can have on youth and daily and professional carriers and help them in planning to start a business.

#### **IV. LITERATURE REVIEW**

Entrepreneurship has been significantly known for its crucial role in job employment and the growth of economy of a region, state or country. Every governments around the world are interested to embrace entrepreneurship to get these benefits as a response to increased economic uncertainty resulting globally. In addition, the entrepreneurship education also influences the thinking and behavior of students. Students may go through endeavor during their studies or after graduating or at some point in the future. In this case, it may enable them, as employees, to influence them to create new business to act more entrepreneurially or will bring other opportunities for the individual. In order to boost the economic competitiveness and promoting regional development, youth entrepreneurship has gained more importance in recent years in many countries. While youth entrepreneurship is an under-explored field in academic and policy debates, two main factors account for its growing attention in developed countries. The first is the huge number of jobless young people compared to the rest of the population; the second is the need for greater competitiveness, and the accompanying pressures for skills development and entrepreneurship as a way of addressing the pressures of globalization [11].

##### ***a) Sustainable development goals (SDG)***

Each country involved in the SDG programme will adopt SDGs according to their contexts, their needs, and their resources. Despite these differences, countries can learn from one another to improve their own implementation models. According to the SDG report the poverty has increased from 36% in 2011/12 to 39% in 2013/14 plunging approximately 13.5 million people into a daily struggle for survival. Rural poverty is increasing while urban poverty remains at the same level as 2011/12. In addition, the School enrollment has increased significantly since 2001 with 8.7 million students with a girl population of 39% and teacher numbers at more than 185,000 in 2016[12]. An estimated 310,000 students (30% female) were in public and private higher education institutions in 2016 starting from a low of 10,000 at the end of 2001. Despite the progress, half of the registered schools operate in informal and often very rudimentary conditions, and the quality of education remains relatively low[13].

In order to support the SDG 4 Quality education in Afghanistan. It is aimed at improving the processes and quality of programme for enhancing the skills and knowledge of youth to address the needs and expectations of people. In this project the main target is on is SDG 4 which stated that “ By 2030, substantially increase the number of youth and adults who have relevant skills, including practical and vocational skills, for employment, decent jobs and entrepreneurship “[14]. In order to achievement of SDG 4 on education the people should dig deeper into the key skills that young people need in the 21<sup>st</sup> century.

##### ***b) Global, Megatrends in Afghanistan***

Afghanistan is one of world’s youngest and fastest growing populations at an annual rate of population change of 3.1 per cent. Employment opportunities for youth in Afghanistan are severely limited and where jobs for youth do exist, they often lack quality. Afghanistan’s youth employment situation is constrained by challenges relating to the demand side (slow job growth), supply side (lack and mismatch of skills), and an overall unfavorable policy and coordination context. Most of the unemployed youth in the country are illiterate youth with low skills levels but there are also high levels of unemployment among university graduates in urban areas. Opportunities for youth entrepreneurship are limited due to a lack of access to finances and overall low financial literacy[15]. One potential way of integrating young people into the labor market is to increase youth entrepreneurship. Entrepreneurs create jobs, increase innovation, raise competition and are responsive to changing economic opportunities and trends. Entrepreneurship offers other positive externalities. Examples from other countries have shown that this sizable youth population can be turned into a demographic dividend if a country is committed to making its young women and men the focus of its development and poverty reduction strategies. According to study by [16] defined Mega Trends as transformative, global forces that define the future world with their far reaching impacts on businesses, societies, economies, cultures, and personal lives. Based on this study the World’s Top Global Mega Trends To 2025 are shown in the diagram.

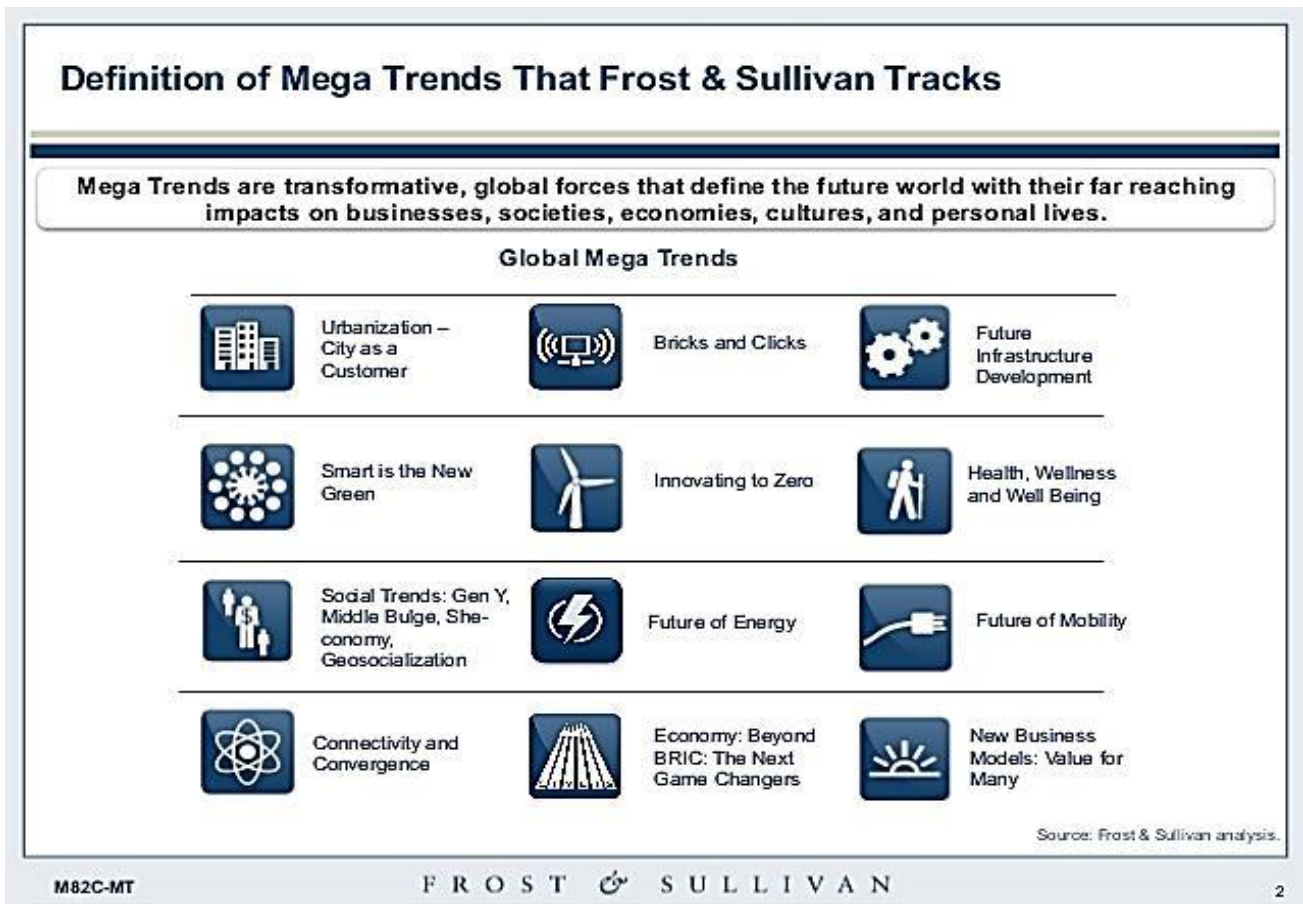


Figure 1: World's Top Global Mega Trends

Entrepreneurship is regarded as a powerful tool to fight unemployment especially among the youth. It is also regarded by many as the gateway towards self-sustainability, empowerment and economic development. In Afghanistan's small and medium enterprises are the key to the future economic development. Afghanistan government is now trying to create many opportunities for conducive business environment in which all small and medium enterprises can grow. Medium Enterprises (SMEs) are more adaptive to current situations of Afghanistan. They make up almost 85 percent of Afghan business which is almost half of the country's GDP and also employ more. They make up 85 percent of Afghan businesses, half of the country's GDP and employ more than one third of the country's labor force. Majority of these SMEs operating in urban part and among 70 and 80 percent are unregistered with the government. Recently some of these businesses have recently been formally integrated into the Afghan trade system. which has distanced the traders from the market. In addition, Afghanistan's trade has been in great growth in the past decade. In year 2002, Afghanistan exports were valued at about \$100 million. In the same year the country's recorded exports rose to \$470 million. Moreover, Exports peaked in 2008 to US\$547 million, largely due to investment confidence as well as the injection of grant money into SME[17].

### c) Humanising Entrepreneurship Education

Entrepreneurship education prepare people, particularly youth, to be responsible, take risks, manage the business and learn from the outcomes by applying them in real life learning experiences. Entrepreneurial education can change students' view regarding self-employment and prepare them with skills needed to supervise a business through education [18]. The youth especially graduate in societies must take necessary action to enhance their knowledge about different subjects specially entrepreneurship skills. Graduates must acquire self-learning skills to remain relevant in the era of rapid changes [19]. In order to humanise entrepreneurship education one must have these virtue. These virtues include honesty, sincerity, 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 [20].

#### *d) Network of Mosque*

The estimated population of Muslims in the world is more than 1.6 billion, this large populations representing one-fifth of the worlds. The September 11, 2001, (9/11) event and the current religious awakening events in different countries. There are many Muslim entrepreneurs all over the world seeking to set up businesses that follow Shari'ah laws whereby enabling them to achieve their economic and well-being goals [21]. Mosques play a significant role in both formal and informal networks and activities. The use of mosque in social activities and community development and promoting entrepreneurship programme is very crucial for Muslims. Mosques have been used since long time ago for benefiting people and welfare activities. The mosques now no longer are thee strategic as compare the time of prophet Muhammad S.A.W. During the time of Prophet S.A.W, his Mosque was the ultimate center for the Muslim community where many p activities such as social, economy, political, and educational were organized [22]. It is therefore necessary that the Muslim Ummah should effort to revive the roles of the mosques in every part of their life. This will enable the Muslim Ummah to lead the way and enlighten the future for all mankind [23].

#### *e) Natural resources in Afghanistan*

Afghanistan stands today as a country of huge amount of mineral deposits which remain untapped. Natural resource in Afghanistan are not insignificant. In addition natural resource can be best substitutes for aid and will lower Afghanistan's dependence on foreign aid and support in term of financially .The mining sectors of these resources can also play an important part in the afghan economy through various channels .It can be best source of revenue for the government and to achieve its economic sustainability's. Moreover, the natural resources will facilitate the process of industrialization of Afghanistan and will help facilitate the job opportunities for many afghans works. Afghanistan is rich in fuel and non-fuel minerals. According to studies the estimated total value of mineral deposits in this country is ranges between US\$1 to \$3 trillion. Based on the geological surveys by US and UK indicated that Afghanistan has huge deposits of iron, copper, cobalt, gold, lithium, uranium or some of the largest metallic and non-metallic minerals. The deposits of copper and iron ore are some of the largest in the world containing of 6- and 2,200 million tons correspondingly [24].

## **V. METHODOLOGY**

This paper adapted the design thinking and system thinking approach to solve the youth problems in Afghanistan through understanding their needs by building and developing business models using tools such as Business model canvas (BMC) and Value proposition design canvas (VPC). The approach includes conducting literature review and interviews for understanding the key problems; formulating and ideating initial business model options in solving the problems; and validation of business model by interviewing the customer segments. In order to validate the value proposition canvas (VPC) and Business model canvas (BMC), Afghan master and undergrads students in Malaysia were interviewed. The design thinking 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 [25].

## **VI. PROPOSED CONCEPTUAL SOLUTION**

Business Model Canvas is a relatively new tool for business modeling. The BMC include nine blocks that capture the big picture of the business and its logic .In addition, The Value Proposition Canvas is a tool which make ensure that a product or service is based on the customer values and needs [26]. In order to design a useful conceptual solution for this programme the BMC and VPC are used. It was specifically designed to manage and complete all the business processes and other project criteria. The Business Model Canvas is simple but effective visual tool that represent the conceptual business model for this programme.

#### **(a) Initial BMC**

In this paper the initial business model canvas was build based on the design thinking, literature reviews and interviews. In order to validate the BMC and VPC interview were conducted among 15 undergraduate, postgraduate afghan students and some of the officer in Student Development & Community Engagement staff. The key finding after interview is to include the initiating costs, target youths and planning for training youth and facilitating their learning tools by using e-learning and Mooc and evaluating project according to plan. Based on their feedback and beneficial instruction the following business model canvas have been formulated for this Programme.

## I. BUSINESS MODEL CANVAS

### 1: Validated Business Model Canvas

<b>Key partners</b> -Ministry of Higher Education - Ministry of Education -Network of mosque -Business Association -NGO -SME -Sponsors -Universities -Businessmen	<b>Key activities</b> -Teaching Entrepreneurship -E-marketing -E learning Entrepreneurship -Trainings -Teaching islamasiation	<b>Value proposition</b> -Empower youth with entrepreneurship skills -Educate youth to become successful entrepreneur -Reduce unemployment -Enhance Well-being of society -Mentoring humanising education -Providing a trustworthy platform for donation and financial assistance	<b>Customer relationship</b> -Training and motivation programmes -Social media -Entrepreneur feedback -Network of Mosques	<b>Customer segments</b> -Graduates -Students -Universities -Youth -Government -Community -Donors -Companies and rich individual
	<b>Key resources</b> -Lecturers/ students -IT resources -Alumni -National -International -Working labs -EDC, CFI, CFCE		<b>Channels</b> -Social media -E-marketplace -E-learning -Network of Mosques	
<b>Cost structure</b> -Sponsorship expenses -Advertisement expenses - Human resource -Staff salaries -Maintenance.		<b>Revenue streams</b> -Government funds -Donation - Zakat/Waqf -Sponsorship		

Figure 2: Validated Business Model Canvas (BMC)

#### 1. Customer Segments

The Customer Segments defines the different groups of people or organizations of this project and concepts to reach and serve. The focus customer segments are: (1) School and Universities Graduates, (2) Youth, (3) Government, (4) Community, (5) Donors, Sponsors (NGOs, Rich individuals), and (6) Mosque Committee

#### 2. Value Proposition

The Value Propositions describes the value of the services that provided in the project to satisfy the customer segments, and also what problem will you solve with your project. This includes: (1) Empower youth with entrepreneurship knowledge/skills, (2) Educate youth to become successful entrepreneurs, (3) Enhance the well-being, (4) Reduce youth unemployment, (5) Reduce poverty in society, (6) and trusted & competent institution for waqf and donation.

#### 3. Cost Structure

The Cost Structure describes all costs incurred to operate this entrepreneurship Programme which include:

(1) Staff and trainer's salaries, (2) Rental space for opening office, (3) activities to attract sponsorship, and (4) Maintenance

#### 4. Revenue Streams

The Revenue Streams represents the freemium revenue model generated from customer segment. This includes: (1) Government fund, investment and sponsorship, (2) Tuition fees, (3) Donation, (4) Advertising fees through mobile platform application, (5) freemium

#### 5. Key Activity

The Key Activities describes the most important activities of Programme. The key activities include: (1) Teaching & mentoring humanizing entrepreneurship and Islamisation for youth (2) Promoting products and services through social network and mosques, (3) Enhance online platform like E-marketplace and -E-learning

## 6. Key Partners

The Key Partnerships is used to describes the network and partners that make the conceptual Programme work. The key partners include: (1) Ministry of Higher education and Ministry of Education which help and support the programme objectives and provide facilities, (2) Committee of mosque will help to promote the programme in Masjid by encouraging youth to learn and participate in entrepreneurship programmes, (3) Business Association such NGO and SME are there to help in providing sponsorship for the programme and youth with innovative ideas, (4) Sponsors and businessmen for providing scholarship, financial assistance and sponsoring training and education for youth, and (5) Universities to help the programme in term of providing teaching materials and online facilities such as E-learning.

## 7. Key Resources

The Key Resources describes the most important assets required to make the Programme. The key resources include: (1) Alumni in Afghanistan who can coach and train youth's entrepreneurship skills, (2) Human resources such as lectures and trainers and students of IIUM, (3) IT resources such as mobile platform of the programme.

## 8. Customer Relationship

The Customer Relationships Building Block describes the types of relationships establish with ustomer Segments. The types of customer relationships include: (1) The feedback for the customers including from Network-of-Mosques, and (2) Motivation programmes, seminars to introduce and nurture the culture of entrepreneurship in Afghanistan,(3)Online platforms such as mobile app , E-learning and E-marketing platforms.

## 9. Channels

The Channels describes how this programme concept communicates with and reaches its Customer Segments in delivering the Value Proposition. The following are the main channels of this programme : (1) Social Media network – Social is most powerful medium to attract customers, it is beneficial for this programme to promote their products and services by creating pages on the Facebook, Instagram, and Twitter (2) Mobile platform –In this project we are planning to create an android mobile application like Lazada.com for customer convenience to promote their products, buy and sell their products as well. This mobile platform should be attractive and easy for customers to know about this programme and the customer products of local Afghan for example carpet, saffron and other products that they make in their house. This is a good opportunity for female gender to make money from selling their products through this platform. This proposed conceptual solution also supporting the trends of people who prefer to do online market through E-marketing compare to traditional method.

(3) Committee of mosques for promoting the programme. this Masjid committee can also on the encouraging youth both male and female to join Programme in order to help themselves and community

## II. Value Proposition Canvas

The Value proposition canvas (VPC) is used to understand the customer pain, gains and also it will also show the value map of the business or programme.

NO	CUSTOMER SEGMENTS				VALUE MAP		
	Customers	Customer jobs	Pains	Gains	Products & Services	Pain Relievers	Gain Creators
1.	<b>Youths</b>	- Entrepreneurship education -Well-being -Self-reliance -Employment	-Lack of entrepreneurship knowledge and skills -Unemployment -Poverty Sponsorship -lack of job opportunities -Lack of skills	-Creating jobs -Self-reliance -Start up business -Innovative business ideas	-Efficient and effective entrepreneurs -Online facilities -Quality education -E-learning MOOC	-Mentoring - Entrepreneurship skills -Senior entrepreneur's lecturer. -e-marketing and e-learning	-Facilities - Encouraging their creative idea -Training offline and online

2.	<b>Donors</b>	Provide -Sponsorship -Monitoring the activities A trustworthy platform for donation and financial assistance	-Lack of budget to organize the Programme -Lack of facilities to deliver the services.	-Cooperation -Promoting their company services and products - Helping in delivering skilled full entrepreneurs	-Staff Salaries -Training Cost -IT resources. -e marketplace -MOOC -Maintenance	-Organizing effective training - sponsorship - Delivering best facilities	-Quality services and assurance •
3.	<b>Community</b>	-Well-being -Reduce Poverty - Job creation opportunities -Providing facilities in community	-Lack of Entrepreneurship education -Poverty -lack of confidence	-Get experience -Providing best services and Programme -Friendly environment	-Construction of the community -IT facilities -Quality education	-Enhance the community well-being -Ensure convenience in community	-Increase awareness about entrepreneurship education
3.	<b>Government</b>	- Provide job opportunities -Support entrepreneurship education -Well-being	-Lack of entrepreneurship knowledge and skills -Unemployment -Poverty -lack of sponsorship -lack of job opportunities	-Creating jobs -Start up business -Innovative business ideas	-quality entrepreneurship education -Online facilities -E-learning MOOC	- Entrepreneurship skills - Senior entrepreneur's lecturer - marketing and e-learning	- Encouraging their creative idea -Training offline and online -Providing facilities

Figure 3: Validated Value Propositions Canvas

## VII. CONTRIBUTION

This study makes several noteworthy contributions. The first main contribution of this paper is a conceptual and validated business model to empower youths through humanising entrepreneurship education in Afghanistan. This validated business model can be further refined for developing innovative entrepreneurial knowledge, skills and Islamic values in creating job opportunities. The other main contribution of this paper is on suggesting ways of creating job opportunities for the youth in Kabul, Afghanistan by educating and nurturing them to become entrepreneurs who can startup their own businesses and contribute to the well-being of Afghans.

## VIII. CONCLUSION

In conclusion, this paper proposes the conceptual business model and programme to enhance youth's economic and social status. Youths have a significant role to play in the growth of Afghanistan via entrepreneurship knowledge, skills and human values. This is because youths are the backbone of the society. The aim of the programme is to empower youth through humanising entrepreneurship programme to enhance well-being of society and to reduce unemployment in Kabul.

## IX. FUTURE WORK

As in the future, this programme is expected to expand from Kabul to all province of Afghanistan mainly in education of entrepreneurship. In this programme, it's also expected to aware more people all over the Afghanistan about the culture of entrepreneurship education and its important in changing life's. In addition to that in this programme need to be promote through Tv channels and social media for encouraging youth to make more programmes and use their talents and skills for change the condition of society and themselves. In this project in order to sell and buy youth products through website therefore we need to have one online marketing system that ease customer to buy our product. Finally, through the charity programmes and mosque committee spread the knowledge of entrepreneurship for youths both male and female in all over Afghanistan



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