

Overcoming poverty in rural area of Afghanistan through Humanising Entrepreneurship Education Programme

Jalatkhan Manssoori¹, Abdul Rahman Ahmad Dahlan²

^{1,2} Kulliyah of Information and Communication Technology
International Islamic University Malaysia (IIUM)

Authors Email Id: m.jalatkhan@live.iium.edu.my¹, arad@iium.edu.my²

Abstract: Poverty eradication is one of the vital factors for Afghan youth to be educated, happy and for their well-being. Poverty in Afghanistan has increased over time, where most of the people - both men and women, are living in a very high rate of national poverty line. Households in Afghanistan have higher number of young-children, relying on child labour, illiterate head and a head employed in informal labour sector. This paper offers validated business model on humanising entrepreneurship programmes to overcome the high rate of national poverty level in Afghanistan. Also, this paper discusses the initial Business Model options - Canvas (BMC) and Value Proposition Design (VPD). This paper adapted the design thinking approach. The approach includes conducting literature review and interviews by utilising BMC and VPC to analyse, formulate and design business model alternatives for Eradicating poverty in Afghanistan. The focus is on how to reduce and eradicate poverty, while creating decent jobs and spur economic growth for youth through humanising entrepreneurship programme. Finally, these youth should be educated, trained and nurtured with relevant knowledge, skills and values in terms of jobs and value creation for themselves and others.

Keywords: Poverty, SDG, Afghanistan, Youths, BMC, VPC, child labour, households, humanising education, entrepreneurship programme.

I. INTRODUCTION

Afghanistan, one of the poorest countries in the world, faces the challenges of a long war and corruption in the government. Many of the Afghan people do not have access to low-cost and quality technical, career and tertiary education, including university. The poverty rate of Afghanistan has worsened sharply in the past five years as the economy has stalled, with more than half of the population living on less than a dollar a day. According to the "ALCS 2016-17 there was a sharp deterioration in welfare of the Afghan population. The population living below the national poverty line (SDG indicator 1.2.1) increased from 38 percent in 2011-12 to 55 percent in 2016-17" (AFGHANISTAN LIVING, 2017). The results of ALCS 2013-14 showed that increase in poverty level occurred between 2011 and 2017. "The high poverty rates represent the combined effect of stagnating economic growth, increasing demographic pressures, and a worse security situation". In addition, "food insecurity has risen from 30.1 percent to 44.6 percent in five years, meaning many more people are forced to sell their land, take their children out of school to work or depend on food aid, the survey found". So, most of the youths both men and women are not educated (Id, Corboz, & Id, 2019).

Based on the two surveys, about 55 percent or almost 16 million Afghans are living in poverty. According to (Goals, n.d.), "the harmful effects of high fertility on household welfare is clearly shown in the much higher poverty rates among large households and households with relatively many children. High Unemployment and the uneducated rate has direct effects on the youth's economy". Private initiatives and entrepreneurship programmes may provide some essential

services like education, health and social protection to reduce and eliminate the rate of poverty. Women are suffering more than men in Afghanistan due to the very strict and unusual culture of the people. Thus, this paper is focusing on how to eradicate poverty among Afghan youth through humanising education programme. To enable the youth to startup their personal businesses, create decent jobs, and contribute to their happiness and well-being.

II. PROBLEM STATEMENT

Illiterate nation is faced with dozens of national problems such as hooliganism, physical conflict, poverty, corruption, no or minimum physical development, social illness and lack of social protection programmes (U. Hahnemann, 2017). Poverty is one of the main problems for the unemployment and illiteracy of Afghans youth. Youth make a large portion of the population, up to 76.6% of them are unemployed between the ages of 15 to 24. In addition, the high rate of illiteracy is another problem for Afghan youth, about 39.1% (2016) of them are illiterate (The, n.d.). Hence, it is difficult for youth to find decent jobs in Afghanistan. Moreover, high schools and universities curriculum do not have entrepreneurship programme. Based on this scenario, the government and other educational centers must provide entrepreneurship development programs for youth in order to enhance their skills, creativity, create jobs and reduce the poverty and enhance well-being of society (Ahmad, 2018).

III. OBJECTIVES

The programme is from International Islamic University Malaysia (IIUM) to help poor the youth and citizens in Afghanistan. The main purpose is poverty reduction planning and implementation through humanising entrepreneurship education programme. Through this programme, youth and adults can be trained and nurtured to have the relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship. Enabling Afghan young entrepreneurs to make decisions and to realise their own ambitions. Providing social and technical skills for youth to generate and gain sufficient income to overcome the poverty. They should become balanced agents of change in the society. According to Nations (2010), “that economic growth or the promotion of individual income-generating activities will not in isolation alleviate the dire or terrible levels of poverty. Numerous measures such as empowering the poor, full participation in the design, monitoring, implementation, and evaluation of poverty reduction strategies to transparent mechanisms to hold accountable decision-makers, are essential to poverty reduction and its eventual elimination”. Thus, providing and creating permanent jobs for the youths, both men and women. For them to support their families and to serve for the society and country. Helping or collecting donation will not solve the problems of the poor people. In fact, “poverty reduction policies and strategies must address the root causes of poverty, and not focus only on consequences such as ill-health and food insecurity” (Nations, Of, High, & For, 2010,p.1).

IV. LITERATURE REVIEW

a) Education and economic situation in Afghanistan

Poverty is a many-sided fact in Afghan society, it has compelling effects on the well-being of a high portion of the population. In Afghanistan, the poverty is accidental and inevitable; “it reflects the way society is organized, the way decisions are made, including by the international community” (Nations, Of, High, & For, 2010). The last three decades of wars and armed conflict has a very bad effect on the economics of the country. It is one of many reasons why one-third or about 37 percent of the entire population of Afghans are living in absolute poverty. The ruling systems in Afghanistan is “often subject to regional and international political pressure, generally remained autocratic and conservative which cannot support initiatives that could have improved the living standards of Afghans” (Goals, n.d.). In addition, the investment capacity was limited, including from the perspective of human resources, to overcome and control social and economic challenges. The central government used tribal and local leadership mechanisms instead of formal mechanism, to control social order in hard-to-reach areas. (Goals, n.d.)

All development indicators show that poverty eradication efforts have had little impact on the daily life of most Afghans. In fact, “Afghanistan has the second highest maternal mortality rate, the third worst global ranking for child mortality; only 24 per cent of the population who are 15 years and older can read and write; an estimated 12.6% of women are literate” (The, n.d.). Moreover, only 20% literacy is available in rural areas.

Additionally, most Afghan people do not have access to healthcare, quality education, and other fundamental services. According to Mclellan & Blanchard (2018), "In some locations, schools have been closed, clinics are inaccessible. The conflict also impacts on the capacity of Afghans' partners to address humanitarian and development needs. Thus, vulnerability is on the rise and traditional coping mechanisms are often inadequate".

According to UNICIF, "up to 30 per cent of primary school children are working and are often the only source of income for their families. In turn, the lack of education acutely prevents the type of professional opportunities that an Afghan can enjoy" ("Afghanistan Trends in Poverty and Inequality 2007-17," 2018).

To eradicate the poverty rate, the Afghanistan government and the international help organizations should implement some plans and policies to address the root causes of the poverty. In fact, "Afghan government and its international partners should strengthen development policy, and implement strategies, that adopt a human rights-based approach so that the specific needs and conditions of poor Afghans are addressed" (Nations, Of, High, & For, 2010., p.21). According to Nations et al (2010), "Particular attention should be paid to the empowerment of women to challenge the conditions that impoverish them. Define development initiatives in line with the priorities of the poor and not those of short-term military agenda". To help and support the existing models, like national solidarity programs, that enable Afghans to make a significant contribution to poverty eradication strategies. To establish a comprehensive system to support ownership and sustainability for the development initiatives (Nations, Of, High, & For, 2010).

b) Humanising entrepreneurship education

Creating job opportunities and helping human being are one of the vital responsibilities of each person in this world. According to Oyelola, Chris, Ajiboshin, & Peluola (2014), "Entrepreneurship education can play a major role in changing attitudes of young people and providing them with skills that will enable them to start and manage small enterprises at some point in their lives". Through humanising entrepreneurship education, youth are able to make and create their own companies and businesses, thus, providing jobs for other people. In addition, these youth entrepreneurs are nurtured with righteousness values. So, they become people with honesty, respect, virtues, truthfulness, sincerity and humanity. Islam encouraged human being to help the poor and to protect the lives of the people and to not destroy environment. Moreover, humanising education can reduce and eradicate poverty and other social problems in societies. In contrast, through social entrepreneurship youth become responsible and self-reliable. Smith (2018), stated that "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.

c) Megatrend and IR4.0

Megatrends are sustained macro-economic forces that can integrate the city development which expand the capability of mobility, working life, societies, new smart technologies and infrastructure. Especially for new generation Y, literacy towards IT is exposed so that youths would have distinct values, sophisticated lifestyle, and better attitudes. The consideration is 34% of population in year 2020. Future should be ready to adapt with new technologies and high purchasing power which provide youths for huge working opportunity (Choudaha, Rahul & Van Rest, Edwin, 2018). New technology can create dozens of job opportunities for Afghan citizens as it is very new and there is need for the entire system to be changed from paper-based system digital. The youth both men and women can find jobs in any field of interest. Technology is one of the most latest trends in Afghanistan to create jobs for youth in marketing, education, agriculture, business, transportation, and awareness. Technology is one of the key enablers for poverty reduction and economic development. As technology is the current and the future trend of the world in each industry.

The IR4.0 is one of the advance revolution in which humans meet the cyber world. Connecting technology and people. Also, it automates, integrated AI, IOT and Cloud computing. This revolution leads to digitization and digital transformation, it will push youth to upgrade digital knowledge and skills. Therefore, youth and new generation should be innovative, entrepreneurial and flexible to deal with complexity; need to celebrate with machines and robots. (Dahlan et al., 2018). In addition, the life of human will be simplified with robots, become "friends" which can manage and organize daily affairs and tasks. Moreover, knowledge and education field must be the main and core of efforts to make ready

students to address the new challenges of the revolution. Self-learning skills and new challenges are must for graduates to remain relevant in the era of rapid changes (Dahlan et al., 2018).

d) Digital economy in under-developed and developing countries

Digital economy (DE) is part of economic output obtained simply from digital technologies with a business model based on digital goods or services, its importance is increasing in developing countries. In addition, DE has enabled very fast revenue growth for many organizations; tangible flows of physical goods shifted to intangible flows of data and information; made firms connect across borders; and has thus facilitated a surge in cross-border data flows. (Bukht & Heeks, 2018). According to Bukht & Heeks (2018) “in some developed countries, has allowed workers to challenge the behavior of platforms. With algorithmic and robotic automation on the rise, there seem few opportunities for capital-labour asymmetries to reverse themselves within the digital economy unless serious action is taken”. Moreover, from the perspective of telecommunications infrastructure, there is still a big gap between developed and developing countries in terms of 2G, 3G and 4G. In many developing countries especially in rural areas 4G even 3G are still not accessible (Bukht & Heeks, 2018). According to World Bank (2013) “there are quality and capacity issues for telecommunications infrastructure reflected in dropped calls, delays in text messaging, weak signals, and network overload”.

e) Sustainable Development Goals (SDGs)

There are 17 UN Sustainable Development Goals (SDG), where SDG1 is on the “No Poverty”. The targets of “No Poverty” include “Target 1.2 - By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions”, and “Target 1.3 - Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable”. No poverty is related to Quality Education (SDG4), and Decent work and Economic Growth (SDG8). “The goal for Afghan society is to control the high rate of poverty in country especially in rural areas based on the national level”. No Poverty is vital for each nation especially to enable youth to be educated and well-mannered, employed and to create jobs for themselves and others.

V. METHODOLOGY

The methodology used for this project is design thinking, where literature reviews, analysis, and interviews are conducted to identify key issues and challenges; hypothesis formulation via business modeling tools i.e. Business Model Canvas (BMC) and Value Proposition Canvas (VPC) are used to establish initial business model for the programme; and conducting validation of initial business model via interviews in establishing validated business model for this programme. The initial BMC and VPC are validated by Afghan youth, donors and by some offices of International Islamic University Malaysia (IIUM). The design thinking approach is adopted for this project “which 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 is focusing on participant information and experiences of poverty and poverty reduction or controlling.

VI. PROPOSED BUSINESS MODEL

1. Business Model (BMC + VPCs)

a) Initial BMC and VPC

This Business Model is built based on design thinking, literature reviews and interviews. As stated by Robinson (2016), “the Business Model Canvas illustrates what the business does, for and with whom, the resources it needs to do that and how money flows in and out of the business”. For the validation process of BMC and VPC, interviews were conducted with Afghan students, donors and some offices in IIUM.

2. Validation of (BMC and VPC) and Key Findings

Literature reviews has conducted regarding the high poverty rate among Afghan youth. According to literature reviews, Afghanistan is one of the countries which has huge number of youth and most of them are unemployed. One of the reasons of poverty among youth is lack of primary and higher education. The second reason is lack of humanizing entrepreneurship education programme in universities. In addition, most of the graduates are relying on government or

public sector jobs. The private sector in Afghanistan is almost zero and government is unable to provide jobs for all unemployed youth. Primary research has been conducted through interviewing 10 Afghan students. The result shows that 90% of interviewers want to get humanizing entrepreneurship education for the enhancement of their entrepreneurship skills. They emphasized that entrepreneurship education should be taught in order for youth to run their personal business and to create decent jobs for others. Moreover, 5 donors have been interviewed for the validation of initial VPC.

3. Validated BMC

This Model is consisted from nine related blocks and divided to 4 key drivers. Moreover, it describes the purpose and functionality of business, for whom the business is and with whom, the number of flows in and out of the business and the resources that it needs to do that (Robinson, 2016). Validated BMC after interviewing 10 Afghan students and the office of Entrepreneurship Development Center and Community Engagement of IIUM, is shown below.

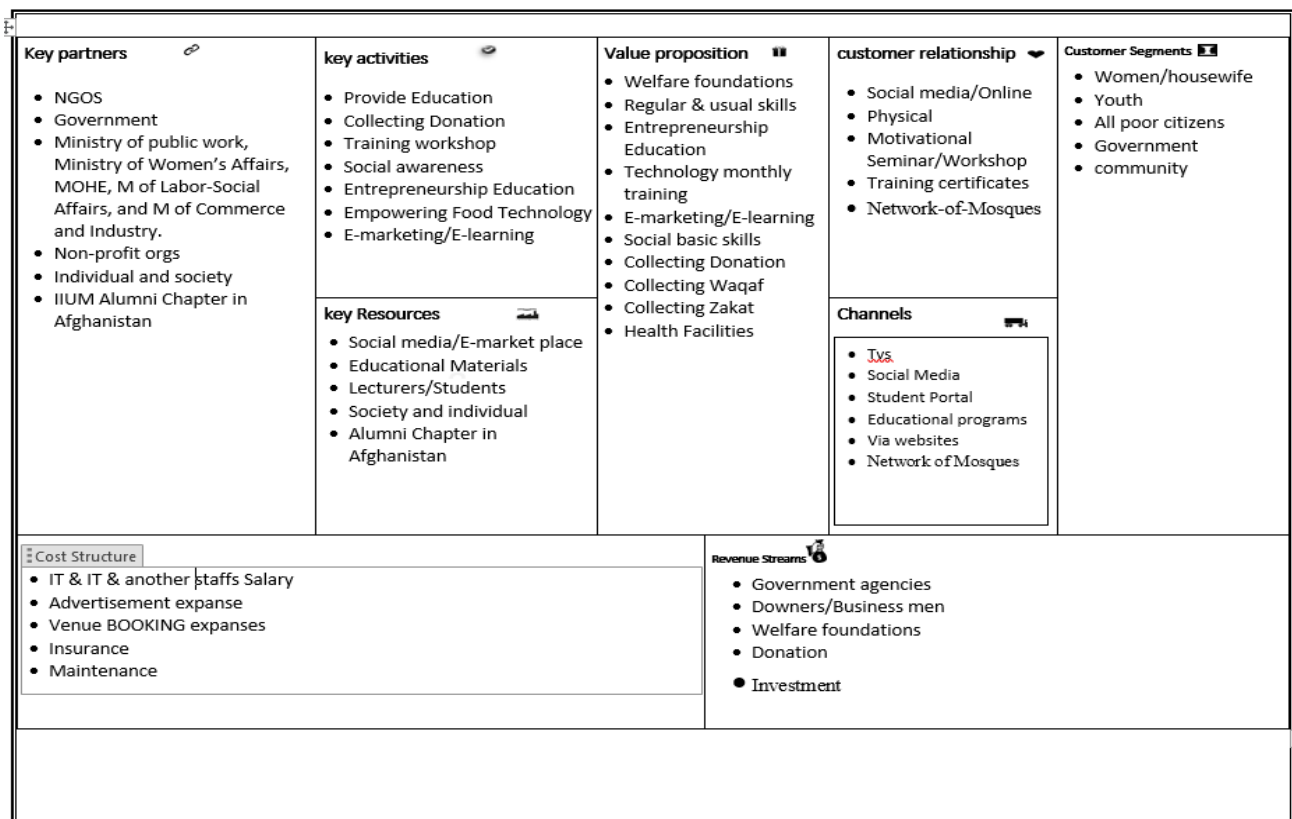


Figure 1: Validated Business Model Canvas

1. Customer Segments

Customer segments is the organisation and societies which can help the project and they are part of project. The customer segments of this project included: Youth, Women/housewife, Adults/students, community and government. The main focus of this project is youth both men and women. As youths are the active and powerful force for development of the society and country. In general, the project is facilitating for all poor citizens of the city. For female, as they are restricted from working outside, will provide some training to work from home or to work in village with other women excluding men.

2. Value Proposition

The VC is the main values for the goods and services in the project for the satisfaction of the CS. The value propositions for this project are: trusted foundations for collection of waqf, zakat and donation, and entrepreneurship education for youth. The project aims to provide and facilitate life-based skills for men and women such as cooking, agriculture (planting vegetables in green housing or in garden, planting Safran and collecting the flowers of it, peeling the almonds, peeling up apricot and so on), training as carpenters, traditional engineer, driving, selling on the roads and Internet. These

skills are mostly for youths those who do not have education, especially for women because in Afghanistan it is very difficult for them to work in the public places or outside their houses.

3. Channels

Through these channels the organization can share and deliver the value proposition and it can be reached by new customers segments. The channels for this project are: social media, network of Mosque, E-Market place. Via these channels the relationship with customers can be acquired and developed. The customer relation can be physical as well as virtual. Moreover, the network of Masjid/Mosque is vital as a channel. According to Saleh (2013), Dahlan (2016), and Hamid (2013) "Network-of-Mosques (NoM) as well as a new marketing channel, where the community of one mosque is able to do businesses with the community of other mosques. The NoM will promote holistic and collaborative delivery services to the focus groups, thus, overcoming organizations offering services in silos. Whereas, the new marketing channel will encourage and spur Halal products businesses between mosques, especially for Muslim entrepreneurs who are facing challenges of not getting Halal Logo Certificate due to unavailability of factory and manufacturing facilities. The youths can use student's portal and website to get information and reach to the company services and products". (p. 3)

4. Customer Relationship

The organization keep and develop relationship with the customers for the project or for the business to be functional and going on. The relationship for this project can be through social media, physical, motivational seminars and through network of Mosque. Via network of Mosque information about poor families and attracting poverty education activities for existed customer segment. According to Rahman et al.,2020, "the (NoM) members, digitally connected, will act as the front desks in providing quality delivery services to the focus groups monitoring and promoting the NoM collaborative activities and knowledge sharing".

5. Cost Structure

The project needs IT staffs, foundation staffs, social media staffs and cost for maintenance. It is amount of the cost which can be paid from the project Key activity to the staffs for delivering of the VP to the customer segment. For all of the staffs the cost has to be specified and given for the running and completing the project work.

6. Revenue Stream

The revenue stream is coming from customer segments to cover the cost and to implement the project. The revenue stream for this project is Government fund, Donors/Sponsors, Businessmen, and donation. For example, government can help cash and daily shelter with the needy and poor people. Also, the government can provide houses for citizens who do not have place for leaving. In addition, donors can help the program as cash and as land for poor people, they can pay for the project team to provide training courses, conferences and to create jobs for poor citizens. Also, businessmen and welfare foundation can pay for services of the team.

7. Key Resources

The Key Resources are building blocks which describe the most important assets of the project to be run and processed. These are the main resources for creating value proposition for customers segments. The Key Resources for this project included: Education contents, Alumni chapter in Afghanistan, E-Market place, Individual and society help and IT resources. IIUM and IIUM alumni chapter in Afghanistan can teach online and teaching face to face. By using Italeam IIUM can provides online courses and online assessments for youths in Afghanistan. In addition, social media and websites can help the programs to collect donation and zakat from inside and outside the country.

8. Key Activities

These are the main activities of the project to control and overcome the poverty through humanizing training Entrepreneurship programme for youth. The main or key activities of this projects included: Entrepreneurship education, E- learning and E-marketing, Collecting Donation and zakat. These activities would create value proposition for the customers. This program is helping the communities to build up their social and economic lives, essentially helping poor Afghan youth women left without an income or family support, after the death of a husband, can help them to give the skills, knowledge and training they need to find work and earn a living to help themselves. In addition, providing and

facilitating emergency shelter for desperate families left homeless, following a generation of conflict in Afghanistan. Providing quality education for all genders and for all ages especially for youths.

9. Key Partners

The key partners are people or group of people who can be your business partner to run the project. These can be relationship of your company with suppliers, manufactures and business partners. The Key Partners of these project include: Ministry of Public work, Ministry of Women, MOHE, Non-Governmental NGO, Donors, IIUM Alumni Chapter in Afghanistan, Businessmen. The government can provide education, entrepreneurship centers for youth. Moreover, international NGOS such as WFP, UNHCR, WHO, UNESCO, UNHR and UNDFW. IFRS which is a worldwide humanitarian aid organization can provide donation and cash help for youth to acquire entrepreneurship education and skills.

4. Value Proposition Canvas

Value proposition canvas illustrates the customer needs gains, pains and job and it can create fit between what customers want and what your business can serve. It captures the needs and expectation of the customers. This VPC is validated by interviewing 10 Afghan students, Entrepreneurship Development Center and Community Engagement of IIUM. The customer segments of this programme include youths, women/housewife and all poor citizens. The value proposition and customer segments are taken from BMC. In addition, the second part of the canvas is the value proposition map. It illustrates the distinctive and special features of specific value proposition in a business model in a good structured and detailed way. This segment divides the value proposition into products and services which are pain relievers and gain creators. Pain relievers illustrates how the product and service make customers pain and gain creators describes how the product and service create customer's gains. On the other hand, customer profile illustrates the particular customer segment in the business model in a well-structured and detailed way. This breaks down the customers into its jobs that can explain that what customers are trying to get done in their lives and works such as pains that describe negative outcomes and risk related to customer jobs; gains which point out the most desired outcomes customers want to acquire (Osterwalder, Alexander, Pigneur & Yves, 2014).

No	CUSTOMER PROFILE				VALUE MAP		
	customers	Customer jobs	Pains	Gains	Products & services	Pain Relievers	Gain Creators
1	Youths	-Enhanced Entrepreneurship Knowledge. -Attending the training courses -Self-employed -Creating good future	-Lack of Knowledge & Skills -Lack of Job opportunities -No Sponsoring	- Reduce and remove poverty -Knowledge -Skills to Start self-Business -Enhanced Wellbeing -Freedom	-Providing Entrepreneurship Education -Waqaf & Zakat -Free Education - E-marketing Facilities	-Learning new skills -Learning new system -Reduce expenses	-Learning new skills -Getting new idea -Creating own business - -Entrepreneurship Education -Generating income
	Women/ Housewife	-learning some basic skills -working from home -cooking at home -Home torturing -Building greenhouses	-Illiterate and lack of knowledge -No food -Lack of Job opportunities -Lack of Skills	-New Business -Life necessity materials -Knowledge and Skills for Business -Semi-skilled work	-Providing training -Greenhouse skills -Drawing skills -Cooking skills -Entrepreneurship Skills and education -E-Marketing	-No hungry -Training -Reduce Hungriness -Waqaf, Zakat and Donation	- Learning new skills & Education -Online Facilities -Become Independent -Training and Lecturers
	All poor Citizens	-Enhanced Entrepreneurship Knowledge & Skills -Attending training centers -Employment & Self-employed	- Lack of entrepreneurial skills -No education -Social problems -Lack of Supporting	-Learning -Better teachers -Good training -quality education -on time payment -Social Skills	-Entrepreneurship Education -Zakat, Waqaf & Donation -E-marketing Facilities -Emergency Shelter	-Online Facilities -Living Houses -Generating Self income -Zakat & Waqaf -Training & Conferences	Entrepreneurship Skills -Health Facilities -E-Marketing -Zakat -Donation

Figure 2 : Validated value proposition canvas

VII. CONCLUSION AND FUTURE WORK

This paper suggests the idea in order to educate youth to become entrepreneurs who are able to start their own. Poverty is one of the major problems for Afghan youth that they do not have access to education, development and happy life. This paper discusses the ways to eradicate poverty through humanizing entrepreneurship education programme for youth to be employed and to create jobs for other. This paper suggests the most effective method for nurturing youth with skills, values and capacity to eradicate and to make their own business. The findings of this paper include validated BMC, VPC as a conceptual solution to identify the contents of this paper. Poverty reduction programs and projects should address structural problems, including the marginalization of particular segments of society. Humanizing education programme is one of the vital factors for creating new job opportunities for youth. In addition, creating jobs for poor youth, basic work training and providing education for them can control and reduce the higher rate of poverty. Poor people and societies have to be empowered and to be a part of decision makers for their future lives.

Future work is expected to implement the conceptual solution of this paper to the actual solution. As this current paper is based on conceptual solution. To implement the project, we will begin understanding and finding all possible outcomes to support the process of implementation, including budget, training of youth and required tools and techniques. The learning and training centers and other facilities will be provided for the real implementation of the project. This paper also focuses on the ways of enhancing the youth's happiness wellbeing and satisfaction to their country by building their morals. The suggestions and the conceptual solution of this paper can be one of the possible ways which can help the youth of Afghanistan to overcome the high rate of poverty, employment and to create decent jobs for others in the future. Also, there will be a Project and change management plan (PCMP) for this paper in the future.

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