



TASHABOS TEACHERS' TRAINING REPORT



Figure 1: Tashabos Teachers During Group Work

TASHABOS TEACHERS' TRAINING REPORT JULY 19-23, 2020

ABSTRACT

Workshop aim: To empower the teachers to stimulate students' talent for innovation, creativity, courage and self-confidence.

The Tashabos teachers play key role in the success of the program. TEO builds capacity of the Tashabos teachers, how to best teach their students raise them enabled, creative and innovator that this is their enormous responsibility.

The teachers 83% rated the relevance of training with Tashabos curriculum as great. To evaluate the training through the participants, receive their feedback, views, critics and suggestions, they were provided with the form that TEO developed, which included a number of questions. This evaluation helps TEO to identify the strong and weak aspects of the training and to boost the positive and mitigate the negative aspects in the future.

Tashabos teaches self-reliance, self-employment, socio-economic empowerment through entrepreneurship program encompassing innovation, creativity, democracy, sustainable changes that this Tashabos Teachers' Training enabled the teachers to teach and how to best teach their students raise them enabled, creative and innovator that this is their enormous responsibility. The effectiveness of the training is obvious from the pre- and post-tests that in the pre-training test, 13% of the participants scored between 70-86 points while in the post-training test 86% of the participants scored between 86- 100 points.

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SUMMARY

TEO as usual has given priority to the Tashabos new teachers, who replaced those either were transferred to other schools or retired. TEO also invited those teachers, who either were not trained yet or received rare training, so that they can get a full acquaintance with the Tashabos program. As mentioned in various documents, the Tashabos teachers are the one who play key role in the success of the program. TEO facilitates the Tashabos teachers with the opportunity to teach and how to best teach their students raise them enabled, creative and innovator that this is their enormous responsibility.

Ms. Halima Paktianai, Director of Women Empowerment Department from Ministry of Women's Affairs (MoWA) accompanied by Ms. Shakeela, representing MoWA visited the training of the Tashabos teachers. She said, "The ministry is supporting TEO for the good work it does." She shared her experience of Indonesia, where less land for agricultural products is available; however, women are empowered over there. Women are engaged in various small businesses such as use of the banana trees for producing many kind of useful products such as using banana leaf for packing, decoration, cooking or healthy juice from the stem of banana. She told of the great potential in provinces, she sees a good variation of the potential in the province as example Jawzjan Province is famous for quality rugs' production, while Paktia for good handicraft production.

She at the end wished all success in the endeavors and thanked TEO for the important program of Tashabos.

Following the opening through recitation of some verses from the Holy Quraan and opening speeches, during the first day, topics such enterprise versus entrepreneur, definition of enterprise و pure real and incentive entrepreneurship and types of entrepreneurship were delivered. The description of each alphabet of the Tashabos in Dari was interesting for the participants.

The second day of the training started with recitation from the Holy Quraan. The trainer in the second session, delivered, topics on leadership and planning, the qualities and characteristics of a good leader, business planning, responsible citizenship, the initial stages of starting a business, the stages of writing a business proposal. At the end of the day, the participants were given homework. The video the trainer showed on the second day, was of Ms. Roya, who was skilled in embroidery and how she used her skills and did a job, was shown to the participants, and the participants watched the video with interest

As usual the third day of training started with recitation from the Holy Quraan. The trainer began in a different way with the journal of reflections of the previous lessons. Then the trainer distributed paper sheets to all participants to list the topics during the sessions of the past two days. The trainer then asked some of the participants to read the topics from their list. The trainer used a very good method to start the new lesson, he had already written the important topics of the new lesson on pieces of paper and distributed these papers among the participants. The participants were asked to pass to one another his/her paper and the last person who receives s/he decides to which participant to give it to provide information on the same topic written on the paper. All the participants participated very well and the method caused mobility among them, and at the end, the trainer himself explained the topics further. The subsequent session the trainer taught were important entrepreneurship topic, the role of entrepreneurs in the development of sustainable economics. Topics such as definition of planning and

its illustrate with an example, the framework of a comprehensive proposal, the goals of a comprehensive business proposal, the main activities of a business proposal and the implementation and application of a business proposal were delivered through various training methods.

The fourth day of the training started with the recitation of the Holy Quraan and trainer delivered topics including the market system, the types of market, the difference between a free market and a mixed system and the characteristics of a good market. The trainer showed a video clip on marketing products that participants watched the sale of a product from start to end.

The fifth day of the training began by the recitation of a few verses from the Hoy Quraan and followed with the reflection journal of the previous day lessons. The trainer selected two of the participants to conduct the assessment by asking different questions from the participants. Topics such as the private sector and decision-making in the free market economy, the role of the market, microteaching and writing business proposal the very important topic, were taught to teachers. The teachers are expected to teach their students how to write their business proposals correctly and professionally. In addition to presenting sample lessons the microteaching, post-training evaluation and distribution of certificates were among the activities.

TEO applies microteaching, as one of the best methods through which participants are best served, using microteaching to evaluate and build capacity of the participating Tashabos teachers and to identify the strengths and weaknesses of a teacher. Three participants were assigned to observe the participating teacher's lesson to share their views on the teaching and the outcome of their observation of the lesson with all participating Tashabos teachers.

To evaluate the training through the participants, receive their feedback, views, critics and suggestions, they were provided with the form that TEO developed, which included a number of questions. This evaluation helps TEO to identify the strong and weak aspects of the training and to boost the positive and mitigate the negative aspects in the future.

TASHABOS PROGRAM

Tashabos, the High School Entrepreneurship Education Program developed and delivered by the Center for International Private Enterprise (CIPE) was transitioned to the Tashabos Educational Organization (TEO) in 2014, addresses this need. It reaches Afghan teenagers at a formative moment in their lives, precisely when an understanding of free markets, entrepreneurship, and civic participation can shape their future. Covering Grades 10, 11 and 12, the Tashabos curriculum (Dari and Pashto for entrepreneurs) program has three interrelated objectives. It assists youth in acquiring the entrepreneurial skills needed to start and operate a small business, helps them develop basic business and workforce skills to make them more employable, and generates understanding and support for market principles. Tashabos teaching prepares students with knowledge, skills, attitudes, values, management and leadership. It strives to inspire youth towards creativity and innovation to be socio-economically empowered. The National Endowment for Democracy (NED) funded TEO.

Since its transition, Tashabos has reached a series of milestones. The annual enrollment exceeded **۳۶,۰۰۰ (۵۶% girls) at the ۴۲ high schools in Kabul, Nangarhar, Parwan, and Bamiyan** Provinces that are part of the Tashabos network.

The primary objective of Tashabos is to instill in Afghan youth an awareness of the values of entrepreneurship, market economics, and democracy. Thousands of Afghan high school graduates under the age of 25 have no employment opportunities, especially girls. The Tashabos program provides participating students the skills and maturity to become self-supporting adults, informed

citizens and future leaders. TEO teaches youth the skills necessary to become entrepreneurs through educational activities, including training on market based economies, fighting poverty and corruption, and the promotion of democracy and good governance and ethical business practices. The teaching is preparing students with knowledge, skills, attitudes, values, management and leadership of Tashabos. It is inspiring youth towards creativity and innovation to be socio-economically empowered. The Tashabos curriculum is developed to provide students education on these topics before graduation to be able to economically rely on their own in both cases of continuing higher education or for any reason failing to continue their education. The students learning the curriculum, includes schools for both girls (56%) and boys (44%) graduating around 10,000 students each year.

The program has a three prong approach: a) teaching the Tashabos curriculum, student pre- and post-tests, and capacity building of teachers; b) student entrepreneur product exhibitions in the schools, out of schools and functioning Tashabos exhibition rooms; and c) the schools' Business Proposal Writing Competitions (BPCs), a 12 step process beginning with the Tashabos teachers who encourage and assist students in writing business proposals culminating in Kabul City.

The program works with 60 teachers who teach the Tashabos curriculum in their schools during the educational year. At the beginning of the school year, students are encouraged to develop their own business by writing a business proposal. Near the end of the school year students compete within their school for the best proposals. The students with the best proposals then progress to a national competition that chooses the top three among the final top ten. All the participating schools also hold periodic Tashabos student-entrepreneurs' products exhibitions in the schools and outside the schools and have an exhibition room to bring together and exhibit sample products produced by the students.

More importantly, TEO assessed the Tashabos program at the end of 2016, Tashabos students and graduates have started businesses, expanded existing business, and revived former businesses that have added jobs to the Afghan economy. The latest survey of Tashabos students shows the data collected from 400 students, Tashabos helped 69% of them initiate a new business. The businesses cover a range of interventions from being a hawker to establishing a shop.

PREPARATION

TEO team members pursuantly carried their efforts to make the Tashabos teachers' training possible at a time that COVID-1⁹ caused severe concerns for all walks of life in Afghanistan, in Kabul the over crowdie capital city, in particular. It was a time that the pandemic of COVID-¹⁹ reached the lowest level, while the fear was still with each and every person. TEO team coordinated the training with stakeholders and identified the deserving Tashabos teachers, who were new or did not receive training. TEO also invited some of the qualified and well experienced Tashabos teachers in order to facilitate transfer of their knowledge, skills and experiences to the new teachers. TEO mobilized 2⁷ teachers more than the target number. TEO faced some challenges during the preparation such as emotional reaction of the newly appointed Mr. Mohammad Azimi, Kabul Province Education Director, who objected to the training as he was not informed. TEO Team met him and provided all related documents including Ministry of Education's letter on Tashabos program signed by Dr. Shinwari, Deputy Minister for General Education instructing all provincial education director to cooperate with TEO on the implementation of the Memorandum of Understanding/Tashabos program. Mr. Azimi, then sought apology and appreciated TEO efforts. TEO team also made sure that all training materials including training modules, handouts, stationery, projector, training toolkits etc. are prepared and available for the training. Ministry of Women's Affairs as always was responsive and assured TEO team of their support.

TASHABOS TEACHERS' TRAINING WORKSHOP

Opening

With the usual main aim “To empower the teachers to stimulate students' talent for innovation, creativity, courage and self-confidence” the 5-day training of the Tashabos teachers commenced with the participation of 23 teachers invited from Kabul, Parwan and Nangarhar Provinces with the recitation of few verses from Holy Quraan by one of the Tashabos teachers.

Following the recitation Mr. Fazel Rabi Haqbeen, Executive Director welcomed the participants and discussed the impact of the COVID-19 in detail that the base for any disease and pandemic is impurity and abomination that we must avoid. He briefed all on the overall situation pertaining COVID-19 that impacted the life of people. He urged all to consider protection measures to be safe and try to find coping mechanism, so that we are able to also carry our routine. Mr. Haqbeen put lights on the various aspects of the COVID-19 phobia that had been created since its spread in December 2019. Many people psychologically are affected that is why they lost their lives immediately with contamination of the COVID-19 as they were ready to die. The COVID-19 phobia event doubled by the mistake of international organization, for instance one of the organizations in the name of stay home stay safe booklet for the children illustrated a carton that parents with children in the yard of their home discussing something and one of the child is peeping outside from the main gate, while COVID-19 is hiding with a trap just outside the gate. While, in contradiction on page 15 of the booklet, children are asked to color the COVID-19. This illustration is not helping children except psychologically frightening them that they will be affected in the long run. He asked the teachers to observe and facilitate strict hygiene and cleanliness as first measure in your families and onward to the extent possible. He referred to the critical role of the teachers that they play in raising students professionally as good citizen. He reminded all of the corruption that contaminated most people and is available everywhere as example, he mentioned of the hawkers that they instead knowing and using business knowledge and skill, cheating customers by hiding the defects of the goods. He explained, if a hawker selling tomatoes for instance, sort the tomatoes in three categories high, medium and low qualities, customers will happily buy their choice.

Mr. Haqbeen also spoke in detail with the participants about the purpose of the training that is to empower the teachers to stimulate students' talent for innovation, creativity, courage and self-confidence. In order to achieve these goals, we, all with experiences and knowledge, gathered together to share our experiences and knowledge among ourselves. Muslim were founders of sciences, but today they are behind. We are suffering from disease of deception that is common today, so you cannot trust others. We should use this opportunity to stimulate the talents of our youth and take an active part in the growth of their talents. He in this regard, asked Ms. Hamida Mohammady to brief participants about business of Ms. Fatema Naseri, a Tashabo student from Abolqasim Ferdowsi High School. Using old goods, Fatemeh repurposed and made interesting products such as earrings, bangles/bracelets etc., this way, she economically supports her family and support her brother's higher education. He concluded his speech that the Tashabos program is very effective in terms of quantity and quality.

Ms. Halima Paktianai, Director of Women Empowerment Department from Ministry of Women's Affairs (MoWA) accompanied by Ms. Shakeela, representing MoWA visited the training of the Tashabos teachers. Mr. Haqbeen and team from the Tashabos Educational Organization, welcomed the two guests from MoAWA. Ms. Paktianai formally opened the training, she said, “Half of the 32ca million population of Afghanistan are in need of business and job.” She further expressed that the ministry is supporting TEO for the good work it carries, so she asked the participants to pass her messages on to the Tashabos students that she would like to meet at some points of times. She shared

her experience with all on her discussion with minister of agriculture and of her visits abroad. She said that she asked minister of agriculture, “Why the ministry does not provide people the opportunity of agricultural products’ processing and packing in the provinces?”. She informed the participants of the low living situation of the women in the provinces, while they are bearing the burden of doing agribusinesses. She shared her experience of Indonesia, where less land for agricultural products is available; however, women are empowered over there. Women are engaged in various small businesses such as use of the banana trees for producing many kind of useful products such as using banana leaf for packing, decoration, cooking or healthy juice from the stem of banana. She told of the great potential in provinces, she sees a good variation of the potential in the province as example Jawzjan Province is famous for quality rugs’ production, while Paktia for good handicraft production.

Ms. Paktianai informed all of the Memorandum of Understanding that the ministry signed with Afghan Women Chamber of Commerce and Industry (AWCCI), so that the women gardens/parks can be used for the empowerment of the women. She at the end wished all success in their endeavors and thanked TEO for the important program of Tashabos.

Training Rules

To conduct better training in a comfortable environment, first the training rules and regulations were set out as follows:

- Respect each other's ideas
- Time commitment
- Maintain discipline
- Put the cell phones in silent mood
- Active participation in training
- Stay on the topic of the training
- Considering health measures

Some teachers suggested to invite parents of the Tashabos students to the Final Top 10 Business Proposals Competition event to learn about the Tashabos program and support their children.

Training Aim

The aim of the training of the Tashabos teachers is to build their capacity and raise the level of their knowledge, so they effectively teach Tashabos subject and implement related activities.

Objectives

At the end of the training the participant will learn about the following topics

- Basic concepts of Tashabos and topics related to entrepreneurship, including sustainable development, citizenship, leadership, communication, networking and business proposal writing.
- Make use of the opportunities available in the society in a reasonable way and learn about free market economics, different forms of capitalism and as well as how to evaluate their students using survey methodology.
- Talk to others about local resources and growing local resources that drive economic growth and learn about free market economy.
- Learn about Business Proposal Competitions (BPCs), allowing past participants to discuss their experiences from the previous year’s BPCs. Trainers will use group discussions, role-playing and power-point presentations as part of their teaching methodology.

- Learn about microteaching and handle teaching sessions where experienced teachers will observe their junior peers teach in small groups, and provide feedback.

Table 1: Training Schedule

Date	Time		Sessions	Facilitators/Trainer
	Strat	End		
Sunday 19/7/20	08:00	08:30	Opening Ceremony by Ms. Halima Paktyanai, Setting of training rules, Stationary distribution for participants, Key finding presentation, and self-introduction	Fazel Rabi Haqbeen and Colleagues
	08:30	09:00	Tea Break	
	09:00	10:00	Participants Pre-Assessment	Sayed Jalal Rahmani and all participants
	10:00	11:00	Entrepreneurship and its Kind + Video Clip 1 (VC1)	Sayed Jalal Rahmani and all colleagues
	11:00	12:00	Leadership necessary characteristic VC2	Sayed Jalal Rahmani and all colleagues
	12:00	1:00	Lunch and Pray Break	
	1:00	2:00	Responsible Citizenship VC3	Sayed Jalal Rahmani and all colleagues
Monday 20/7/20	08:00	08:30	Reflection Journal (Recap) and Holy Quran Recitation	Sayed Jalal Rahmani and all colleagues
	08:30	09:00	Tea Break	
	09:00	10:00	How to start a business VC4	Sayed Jalal Rahmani and all colleagues
	10:00	11:00	Remarkable subjects in Entrepreneurship VC5	Sayed Jalal Rahmani and all colleagues
	11:00	12:00	Role of Entrepreneurs in economic activity and Sustainable Development	Sayed Jalal Rahmani and all colleagues
	12:00	1:00	Reflection Journal (Recap) and Holy Quran Recitation	Sayed Jalal Rahmani and all colleagues
	1:00	2:00	Lunch and Pray Break	
Tuesday 21/7/20	08:00	08:30	Reflection Journal (Recap) and Holy Quran Recitation	Sayed Jalal Rahmani and all colleagues
	08:30	09:00	Tea Break	
	09:00	10:00	Economical Idioms(Capital and it's kind)	Sayed Jalal Rahmani and all colleagues
	10:00	11:00	Management and Planning VC7	Sayed Jalal Rahmani and all colleagues
	11:00	12:00	Private Sector and Free Market Economics	Sayed Jalal Rahmani and all colleagues
	12:00	1:00	Lunch and Pray Break	
	1:00	2:00	Descripting and explanation of program used forms; surveys... VC8	Sayed Jalal Rahmani and all colleagues
Wednesday 22/7/20	08:00	08:30	Reflection Journal (Recap) and Holy Quran Recitation	Sayed Jalal Rahmani and all colleagues
	08:30	09:00	Tea Break	
	09:00	10:00	Business Proposal(BP) writing and Microteaching	Sayed Jalal Rahmani and all participants
	10:00	11:00	Microteaching and information about Tashabos Program	Sayed Jalal Rahmani and all participants

	١١:٠٠	١٢:٠٠	Micro teaching	Sayed Jalal Rahmani and all participants
	١٢:٠٠	١:٠٠	Lunch and Pray Break	
	١:٠٠	٢:٠٠	Microteaching	Sayed Jalal Rahmani and all participants
Thursday ٢٣/٧/٢٠	٠٨:٠٠	٠٨:٣٠	Reflection Journal (Recap) and Holy Quran Recitation	Sayed Jalal Rahmani and all participants
	٠٨:٣٠	٠٩:٠٠	Tea Break	
	٠٩:٠٠	١٠:٠٠	Microteaching	Sayed Jalal Rahmani and all participants
	١٠:٠٠	١١:٠٠	Microteaching	Sayed Jalal Rahmani and all participants
	١١:٠٠	١٢:٠٠	Microteaching	Sayed Jalal Rahmani and all participants
	١٢:٠٠	١:٠٠	Lunch and Pray Break	
	١:٠٠	٢:٠٠	Closing Ceremony, Certificate distribution, Problems checklist, and Post-test of the training	Sayed Jalal Rahmani and all participants

Summary Day One Activities

The first session taught to teachers, was based on Grade 10 Tashabos textbook, which included entrepreneurship and its types. The trainer before starting the session, talked about importance of the students' parents support to be sought. Meanwhile, Ms. Taherah, the principal and Tashabos teacher of Rabia High School, mentioned the example of one of her students. She was selected among the Top 50 Tashabos students. She developed a good business proposal, but her father did not know about her work. When TEO called her, despite the efforts of the school administration as well, she was not allowed to attend the Top 50 business training. The issue went to the extent that if the school administration would emphasize more, her father would almost deny to allow his daughter to go to the school. This shows the importance of the parents' support of their children to study Tashabos and participate in the program.

Group work

The participants were divided into six groups and a question was assigned to each group to answer:

١. What is an enterprise and who is an entrepreneur?
٢. There are several types of entrepreneurship and what are the characteristics of an entrepreneur?
٣. What are the important points in having and taking-forward an enterprise?
٤. Define enterprise literally and in meaning?
٥. How many types of entrepreneurship are there from motivational points of views?
٦. How many business terms are you familiar with?

Due to the time constraints the results of the group work remained for the next day. The results on the second day were shared with all the participants by each of the five groups. The groups after their presentations were rated from first to sixth.

Summary Day Two Activities

The second day started with recitation of few verses from the Holy Quraan, which followed by reflections of the journal of day. The participants were asked yesterday how many sessions we went through and which session was more interesting and why and which session was not interesting and why? In response to the first question, the participants said that the description of each alphabet of the Tashabos word was interesting as well as the discussions of Mr. Haqbeen were very effective. The trainer asked the participants, "I have a question, what is the difference between entrepreneurship and

business?" Ms. Nazirah Soofizadah pointed out that in business we can give money to another person, but in entrepreneurship one has to work by his/her own. New topics such as entrepreneurial traits and types of entrepreneurship were taught. Before starting new session, Mr. Haqbeen provided more details about the pure real and incentive entrepreneurship. The second session, the trainer delivered, was on leadership and planning, the qualities and characteristics of a good leader, business planning, responsible citizenship, the initial stages of starting a business, the stages of writing a business proposal. At the end of the day, the participants were given homework.

Group work

Following the delivery of the second session, the participants were tasked with group work. The trainer divided them into four groups and assigned one question to each group so that the group members could discuss the question and write their answer. The trainer provided the participants 10 minutes to do this.

- What is leadership and who is the leader?
- What are the main tasks of leaders?
- What are the characteristics of a good leader?
- Define the plan and write its steps?
- What is a planning in an enterprise and what are its basic elements and how many types of planning are there?

The representatives of each group later presented the results of their group work to the rest of the participants, who asked presenters questions.

Inspiring Video Clip

To motivate, entertain and practically present a topic every day, the participants were shown an informative video on a topic. The video on the second day was of Ms. Roya, who was skilled in embroidery and how she used her skills and did a job, was shown to the participants, and the participants watched the video with interest.

Intellectual Counseling

In the brainstorming session, the following topics were assigned to the participants so that two people could consult on the topic with each other and share the result with everyone.

١. What are the citizenship rights?
٢. Describe the role of education in the economy development of a country?
٣. How can we advance our politics, science, culture and economy?
٤. Who are the responsible citizens and what are their responsibilities?

Inspiring Video Clip

Once again, the trainer showed the participants an informative video on managing finances and taking orders from customers. Then the trainer explained concept of the video. The next video shown was on starting a business.

Important points to do a business:

To the very interest and importance of the participants the Tashabos teachers were the following points to guide students in advancing a business.

- ١- Purpose
- ٢- Market evaluation

- ƴ- Creating a plan
- ε- Good employer
- ο- Value of time
- Ϛ- Suitable environment
- ϛ- Technical skills
- ⋈- Business ethics
- ϣ- New idea
- Ϝ- Financial independence

Summary Day Three Activities

Unlike other days, the third day of the training started in a different way with the journal of reflections of the previous lessons. The trainer distributed sheets to all participants to list the topics during the sessions of the past two days. The trainer then asked some of the participants to read the topics from their list. The trainer used a very good method to start the new lesson, he had already written the important topics of the new lesson on pieces of paper and distributed these papers among the participants. The participants were asked to pass to one another his/her paper and the last person who receives s/he decides to which participant to give it to provide information on the same topic written on the paper. All the participants participated very well and the method caused mobility among them, and at the end, the trainer himself explained the topics further. The subsequent session the trainer taught were important entrepreneurship topic, the role of entrepreneurs in the development of sustainable economics.

Group work

This group work was composed of five questions and were assigned to five different groups. Each group consisted of four participants who worked together and wrote the answers to the questions on flip charts. Later leader of each group explained the answers of his/her group to rest of the participants. The questions assigned to the groups are as follows:

- ϝ. Define planning and illustrate it with an example?
- Ϟ. Draw the framework of a comprehensive proposal?
- ϟ. Write down the goals of a comprehensive business proposal?
- Ϡ. Write the main activities of a business proposal?
- ϡ. Clarify the implementation and application of a business proposal?

Learning Discussion

Mr. Habeen asked the trainer for a few moments for an opportunity to start a conversation with the participants on a very important topic of self-management or self-regulation. At first, he asked them how to organize ourselves? How to avoid wasting time? How to avoid conflict?

Participants' answers:

- When we revitalize the Islamic laws and the constitution of the country.
- When our thoughts are purposeful.
- To timely do our job and be patient, flexible and accepting critics.

Following the answers, Mr. Haqbeen showed them the instructive pictures and the word (Think) explained each letter of it.



Summary of the discussion

- Flexibility
- Secret of success
- Good behavior and ethics
- Social relations
- Not to be arrogant of our science, skills and methods

Group work

The participants were given time to find the answers to the following questions and then to present the answers to all participants.

١. Who is an entrepreneur and whom we call entrepreneurs?
٢. How do you assess the role of entrepreneurs in the development of the country's economy?
٣. Describe the qualities of a successful entrepreneur?
٤. What is the difference between management and leadership?

Summary Day Four Activities

The fourth day of training started with the recitation of the Holy Quran and to go innovative and change the way of the assessment, the participants were divided into two groups. All were asked to stand in their places and the trainer threw the ball towards them and asked the person who grab the ball the first question to answer. In the same way, after giving the answer, the mentioned person threw the ball to the other person and asked his question. This assessment process caused mobility and refreshment among the participants. The trainer at the end calculated the scores of both groups and announced Group A as the winner with 52 points, and Group B was in the second position with ٤٠ points. The new sessions were delivered on topics such as communications, marketing and networking, types of markets, market systems, and management, program planning and main tasks of managers with a role play.

Group work

This group work consisted of the following five questions, assigned to five groups and then the result was presented to the participants by one of the members of each group. The questions were as follows:

١. What is the market system, provide your opinions?
٢. What are the types of markets?
٣. What is the difference between a free market and a mixed system, please explain?
٤. What characteristics should a good market have?
٥. What is a system?
٦. What characteristics should a marketer have, express your opinions?

Inspiring Video Clip

The trainer showed a video clip on the fourth about the sale of products. The participants practically watched and learned how to sell products from the beginning to the end.

Individual Work

This work included various questions that the trainer explained the sheets to the participants and each person was given a question to write their opinion and then visualize it on the board. When all the participants presented their opinions, they read it to the other groups, so that the answers to all the questions and opinions became clear to all the participants, and later the trainer added his opinions to it.

Role Play

To motivate the participants, the trainer performed a role play to. In order for the participants to represent an example of management, three different roles were assigned to three of the participants. One of the participants was appointed as the administrative manager, the other as logistics manager and the last person as guard. The administrative manager decided to buy some items and tasked logistic manager in this regard. The logistics manager buys the goods according to the instructions and reports the purchase of the goods to his supervisor. At the same time, the guard interfered in the logistic manager's work and informed administrative manager with a false report that the goods were not purchased in the specified amount. Herewith, the administrative manager used his skill before believing in this issue and re-assess the logistics manager. In the meantime, he instructed the auditor to investigate the matter.

Summary Day Five Activities

The fifth day of the training began by the recitation of a few verses from the Hoy Quraan and followed with the reflection journal of the previous day lessons. The trainer selected two of the participants to conduct the assessment by asking different questions from the participants. Topics such as the private sector and decision-making in the free market economy, the role of the market, microteaching and writing business proposal the very important topic, were taught to teachers. The teachers are expected to teach their students how to write their business proposals correctly and professionally. In addition to presenting sample lessons the microteaching, post-training evaluation and distribution of certificates were among the activities.

Group work

There were different groups work, every day, which made the subject clearer and better to make the participants follow. The trainer divided the participants into three groups and they were assigned the

following three questions that the groups worked on and then the result was presented to all participants by one of the member of each group.

١. Provide information about the advantages and disadvantages of the free market?
٢. What do you think are the shortcomings if it is the only central sector in a country?
٣. If we consider the comparative advantage, what should be done first?

Inspiring Video Clip

Ms. Hadia Rahmani, one of the Tashabos students' entrepreneurs who won the first place in the Final Top 10 Business Proposal Competition in 1396. Ms. Hadia Rahmani created opportunity in her business to 20 other girls, who work and now produces standard baby beds in Afghanistan.

Group work

The final group work was given on the fifth day assigned to the teachers was on the important topic of business proposal and work plan that the participants were divided into six groups. Each group members discussed the questions and provided their opinions together and then presented to the other groups, so more knowledge was added to everyone's information.

- ١- Provide information about the key elements of a work plan?
- ٢- Describe the important parts of a work plan?
- ٣- What are the main goals of a company?
- ٤- What issues are considered in business management?
- ٥- What are the basic elements in writing a plan?
- ٦- What are the key elements of a work plan?

MICROTEACHING

The microteaching by the teachers in the presence of the participants is the effective method to identify the strengths and weaknesses of the teacher that TEO uses to evaluate and build the capacity of the teachers. Three of the participants were selected as jurors to observe and evaluate the teacher's lesson, then to share their results and ideas about the teacher's teaching with the training participants at the end of the lesson.

The First Microteaching

The first microteaching was taught by Mr. Habibullah Maidani, new teacher from Khawja Abdullah Ansari Boys' High School, on general management. He prepared his lesson on a flip chart and presented it to the participants.

The Second Microteaching

The second microteaching was delivered by Mr. Mohammad Hamed, Tashabos teacher from Khawah Mosafer Paghman Boys' High School, about market. Before starting his teaching, he welcomed the students how they were and asked questions about the previous lessons. Then he started the new lesson.

The Third Microteaching

The third microteaching was delivered by Ms. Marzia Bakhshi, Tashabos teachers from Rabia Girls' High School. She first greeted the students and introduced herself. She then assessed the students about previous lessons. Later, she introduced a new lesson and used various methods such as silent study, group work and explanation by the teacher herself, which made the classroom atmosphere interesting and all the students listened with interest.

Microteaching Assessment

The three participants, the jurors Ms. Tahera, Ms. Khodadad Daneshwar, and Abdul Qadous, who evaluated the three teachers, who delivered the microteaching, shared their results with the participants. They evaluated the teachers and graded them for their microteaching as follows:

Ms. Marzia Bakhshi, she was rated first for pre-teaching approach, evaluation of past lessons, writing the titles of the topic on the board, engaged the students to participate, used teaching aids and assigned homework. She was in control of all aspects of the microteaching.

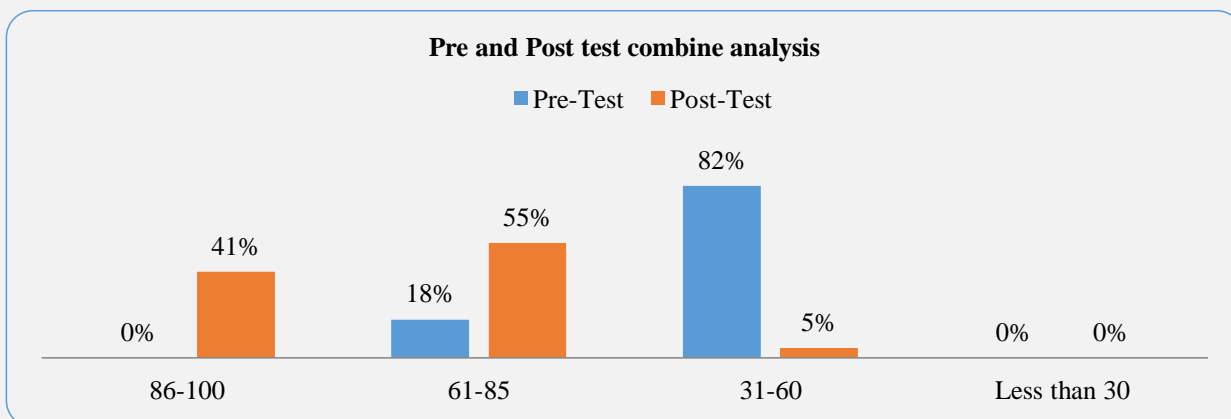
Mr. Habibullah Maidani, he was able to make the students follow the lesson, had a plan in writing, he was on time and assigned homework.

Mr. Mohammad Hamid, he welcomed the students, evaluated the past lesson, engaged the students practically, and assigned homework.

PRE- AND POST-TESTS' ASSESSMENT

Below chart 1 shows the pre and post tests' results of the teachers' assessment. In the pre-training test, none of the participants received scores between 86-100 points while in the post-training test 41% of the participants received between 86-100 points. Nevertheless, 18% in the pre-training exam, while only 55% in the post-training evaluation, scored between 61-85. In the pre-training assessment 82% in the post-training assessment and 5% scored between 31-60. The results are showing an increase in participants' knowledge level. Interestingly, none of the participants in either test scored less than 30.

Chart 1: Pre- and Post-Training Tests' Results

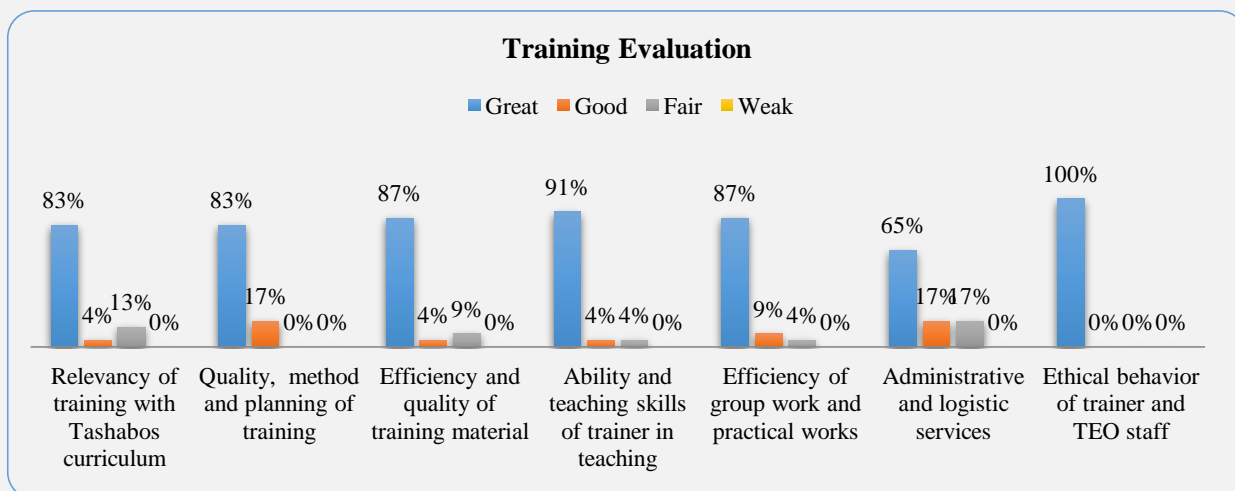


TRAINING EVALUATION

TEO always emphasizes on the quality of the Tashabos program, so is the training. In order to bring positive changes and improvements in the training, TEO team decided to measure quality of training, the trainer collected participant's views through a questionnaire. The teachers were asked to rate the relevance of the training with their work or job, quality, method, planning, efficiency, quality of training material, ability and teaching skills of the trainer/s in teaching, efficiency of group works and practical works, administrative and logistical services, ethical behavior of the trainer and of the TEO staff members as great, good, fair and poor.

The teachers were asked about the relevance of training with Tashabos curriculum 83% teachers rated as great, 4% rated it good and remaining 13% rated it fair. Following the relevance of the training, also 83% teachers rated quality, method and planning of the training as great and 17% rated it good. When the teachers were asked about efficiency and quality of training material, 87% rated it great, 4% rated it good and 9% said it was fair. With regards to the evaluation of the trainer/s 91% of the teachers rated the ability and teaching skills of the trainer as great, 4% as good and 4% mentioned it was fair. The teachers then were asked about efficiency of group works and practical works 87% teachers rated it great, 9% good and 4% said it was fair. With regards to administrative and logistic services, 65% teachers said they were great, 17% said good and remaining 17% said fair. Lastly, 100% teachers rated the ethical behavior of trainer and of the TEO staff great. Below Chart 2 shows the details.

Chart 2: The Training Evaluation



Further to the evaluation, the teachers while appreciating the training, suggested the following:

- To revise the Tashabos textbooks.
- To continue the Tashabos teachers' capacity building and provide the training at least twice a year.
- To provide the training and learning materials/handouts on daily bases.

CLOSING

TEO team organized the Tashabos teachers' training in TEO's office from August 16 to 20, with the participation of 23 Tashabos teachers from Kabul, Parwan and Nangarhar Provinces. The purpose of the training was to build capacity of teachers to effectively implement the activities of the Tashabos program in their schools. Before awarding the training certificate, Mr. Haqbeen, Executive Director spoke to the participants. He said, "The fulfilment of this great duty (teaching of the subject) is the responsibility of you the Tashabos teachers, and no one else can fulfill this responsibility, so we try to do our best for the sake of Allah GG to achieve our goal." He also spoke about the effectiveness of the Tashabos program. According to a survey conducted in 2016, students did not highly estimate the effectiveness of the Tashabos program as now their answers have changed and the percentage of effectiveness increased. He concluded, while speaking to the participants, how to steer our youth in the right direction so that their talents do not remain stagnant.

TEO provided participants and those who accompanied female participants from the provinces to the training, opportunity to express their views and opinions about the training. Mr. Abdul Qudus Muharram (companion) of Ms. Nasima, Tashabos Teacher of Allae Girls' High School from

Nangarhar Province said, "I participated in many trainings and seminars, but this training was different. Further to their the TEO's staff members' ethics and cooperation, I do not have a language that can describe them." Pursuing the views of the participants, Mr. Khodadad Daneshwar, Tashabos Teacher from Ustaad Bitab Boys' High School said: "Whoever takes steps growth of the youth, may Allah GG bless his/her step."

Following the closing speeches and award of the training certificates to the participants of the five days successful training, ended by taking group's photos.

RECOMMENDATIONS

١. To organize more of these trainings in the future.
٢. To expand the Tashabos program to other high schools too.
٣. To include the Tashabos subject into the MoE's curriculum.

CONCLUSION

Tashabos teaches self-reliance, self-employment, socio-economic empowerment through entrepreneurship program encompassing innovation, creativity, democracy, sustainable changes that this Tashabos Teachers' Training enabled the teachers to teach and how to best teach their students raise them enabled, creative and innovator that this is their enormous responsibility. The effectiveness of the training is obvious from the pre- and post-tests that in the pre-training test, 13% of the participants scored between 100-86 points while in the post-training test 86% of the participants scored between 86- 100 points.

TEO BACKGROUND

A youth focused organization, TEO grew out of Center for International Private Enterprises (CIPE) projects to promote entrepreneurship, responsible citizenship and leadership, democratic governance and lessons in market economy, and facilitates networking to high school students in Grades 10, 11 and 12. This year (2020-21) the over 36,000 students in the program, includes girls (56%) and boys (44%) graduating around 10,000 students annually.

National Endowment for Democracy (NED) funded, TEO teaches youth the skills to become entrepreneurs through educational activities, including training on market based economies, fighting poverty and corruption, and the promotion of governance and ethical business practices.

As indigenous, nongovernmental organization registered with the Ministry of Economy. TEO is member of the Agency Coordinating Body for Afghan Relief (ACBAR). TEO has a collaborative Memorandums of Understanding with Ministry of Education, Ministry of Women Affairs, Ministry of Industry and Commerce, Afghanistan Chamber of Commerce and Industries and Afghanistan Women Chamber of Commerce and Industries as a base for collaboration.

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

www.teo-af.org

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

ANNEX-I: PHOTOS

ANNEX-II: PARTICIPANTS' LIST

ANNEX-I: PHOTOS



Figure 2: Post Training Group Photo and Training Session on Business Brand in Progress an Effective Video Clip/Toolkit



Figure 3: Training Session and Group Work in Progress



Figure 4: Training and Discussion in Progress



Figure 5: A Training Session in Progress and TEO Executive Director, Awarding Training Certificates



Figure 6: Microteaching in Progress and Ms. Hamida Mohamadi, Program Officer, Awarding Certificates

ANNEX-II: PARTICIPANTS' LIST

No	Name	High School	Province
١	Ms. Fatima Yaqoubi	Zainab Kubra GHS	Kabul
٢	Ms. Naseema Pak	Alaee GHS	Nangarhar
٣	Ms. Marzya Nasari Yosufzay	Rahman Meena GHS	Kabul
٤	Ms. Tahira Tarah	Bibi Rabia GHS	Kabul
٥	Ms. Najya	Khwaja Musafar GHS	Paghman Dist.
٦	Ms. Nazeera Sofizada	Ali Ahmad Popal GHS	Kabul
٧	Ms. Razya Fayz	Durkhanay GHS	Kabul
٨	Ms. Khatira Fazal	Dehdana GHS	Kabul
٩	Ms. Freba	Malalay Shaheed GHS	Chaharasiab D
١٠	Mr. Abdulwaheed	Hakim Nasarkhesraw Balkhi BHS	Kabul
١١	Mr. Mir Abdulsamad	Payami-Azadi BHS	Guldara D
١٢	Mr. Momin Shah	Shakar-Dara BHS	Shakardara D
١٣	Mr. Mohammad Hamid	Khwaja Musafar BHS	Paghman D
١٤	Mr. Mohammad Haneef	Taj M Usman GHS	Parwan
١٥	Mr. Abdul Samad	Taj M Usman BHS	Parwan
١٦	Ms. Noorya Usmani	Bibi Rabia GHS	Kabul
١٧	Ms. Marzya Bakhshi	Bibi Rabia GHS	Kabul
١٨	Ms. Farida	Atifa Shaheed GHS	Estalif District
١٩	Ms. Toba	Rahman Meena GHS	Kabul
٢٠	Ms. Nadira	Rukhshana GHS	Kabul
٢١	Mr. Habibullah	Khwaja Abdullah Ansari BHS	Kabul
٢٢	Mr. Khuda Dad Danishwar	Ustad Betab BHS	Kabul
٢٣	Mr. Abdulmuqadas Pak	Nangarhar City Educational Department	Nangarhar