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Tashabos Educational Organization (TEO)



Figure 1: Tashabos Teachers During Group Work

TASHABOS TEACHERS' TRAINING REPORT

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ABSTRACT

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.

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TASHABOS PROGRAM

In 2019-20 TEO manages the Tashabos entrepreneurship high school curriculum taught in 42 girls' and boys' public high schools, involving over 35,000 students in four Afghan Provinces. Youth learn the skills necessary to become entrepreneurs including information on market based economies, fighting poverty and ethical business practices. Lessons on business development in a free market economy are provided. To further the entrepreneurial characteristics of leadership, risk-taking, innovation, and perseverance, the links between a free market economy and a democracy are taught, and respect instilled for the responsibilities businesses should have to their communities. The program has a three prong approach: a) teaching the Tashabos curriculum, student pre- and post-tests, and capacity building of teachers; b) student entrepreneur product exhibitions in the schools 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.

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. They create jobs for themselves, others, and their communities—driving economic growth.

A survey of 400 Tashabos students showed that Tashabos helped 69% of them initiate a new business. When asked how Tashabos helped, the students mentioned the business linked topics, motivation for developing business proposals and generating innovative business ideas for scale-up. Among the remaining 31%, 85% of them mentioned utilizing Tashabos knowledge in initiating a business in the future.

Sixty percent of the student respondents, both girls and boys, thought the subject important for initiating a business. This suggests that Tashabos has an equal effectiveness on improving economy and supporting economic self-reliability for both genders.

Interestingly, studying Tashabos has brought behavior changes in business management among 58% of the student respondents. One of the most important impacts our teaching has had is that 81% of the student respondents found employment opportunities because they studied Tashabos. After studying Tashabos 58% of the students were able to attract investment for their businesses. In addition, 70% of the student respondents believed that they could manage their business capital better than before. Tashabos enabled 29% of the student respondents to offer jobs and employment to other youths. These students talked about behavior changes as employers that they could not have achieved without Tashabos knowledge.

Importantly, 79% of the students thought if Tashabos principles were applied in daily business activities, more youth job opportunities would be created. After studying Tashabos, 79% of the students witnessed a change in their communications, relationships, networking, leadership, decision-making, planning and executing planning, and support skills.

SUMMARY

The effective preparation of TEO staff caused responses from high-level government officials such as Her Excellency Spozhmai Wardak, Deputy Minister for Technical and Policy, Ministry of Women's Affairs (MoWA) a supporter of TEO and the Tashabos program that representatives from MoWA visited the training.

In this seminar, TEO has given priority to the Tashabos new teachers, who recently joined the Tashabos program so that they can get a full acquaintance with the program. 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.

Mr. Hamid Arab, a Tashabos Teacher from the Khawaja Mosafer District Boys' High School was invited to motivate the training participants to tell the secret of the success of the students in his high school that the students in reiterated manner make it to the final top ten business proposals' competition. Mr. Arab, stated the reason of the success is that "I motivate, prepare the students from mentality point of views, make them to know why we study the Tashabos subject? begin with students who have practical business proposals.

Mr. Ahmed Shah Arabzai, Head of Coordination, Kabul Province Education Department, and Mr. Ahmad Samim Salehzada, a business monitoring expert at the Ministry of Women's Affairs, honored TEO attending the opening. In his remarks, Mr. Arabzai emphasized on the quality of teaching and praised the Tashabos program that has maintained the quality.

The Trainer calculated the overall experience of the Tashabos teacher participants that became 242 years, so he urged the teachers to share the huge experience among themselves over the five days that the he will facilitate.

During the first day, topics such as definition of Tashabos (innovation, creativity and entrepreneurship), sustainable development, citizenship, leadership became clearer to the participants, and each term was described thoroughly.

The second day of training, after reciting a few verses from the Holy Quraan, started with the journal of past reflections (What is Tashabos? Name the types of Tashabos, etc.) Terms such as supply, demand, government, private enterprise, raw material management, business introductory stages, criteria for selecting a business plan, communication, networking and business proposal writing were worked out. It is also noteworthy that during the second day of the Ministry of Women's Affairs, Ms. Marina Sarwari, an education expert at the Department of Women's Empowerment, at the Ministry of Women's Affairs attended the training.

The third day of training, after reciting a few verses from the Holy Quraan, started with the journal of past reflections, which followed by a video clip that Mr. Fazel Rabi Haqbeen, showed. The video was about Mr. Azizullah Royesh, Founder of Marefat High School in Kabul, who was nominated for the Global Teacher Prize – Top 10 Finalist by Varkey Jamie Foundation. Mr. Royesh is not only a teacher in his field, but a role model, an inspiration to the students and a teacher who prepares mentality beyond the lesson/teaching.

The fourth day of the training started with the recitation of the Holy Quraan and, to be innovative in the evaluation of the training by the participants, the training participants were then divided into two groups and they were asked questions about the training to evaluate. Subsequently, both groups presented the answers and the trainer scored each group based on the answers given by each group and announced the winning group.

Then topics such as savings, capital, money, wealth, management and planning, marketing and customers, coordination, recruitment, leader and leadership, qualities of a good leader, key elements in writing a plan, inspirational video clips, group work, free market economics, different forms of capitalism and as well as how to evaluate their students using survey methodology were carried-out.

It was 09:03a.m. that the training session interrupted by a big bang, which caused panic among the participants as all windows' glasses shook with horrific noise. It was an explosion in front of District Sixth Police Station in Pol-e-Sokhta area, Kabul City. This caused a disturbance among the participants and resulted in a one-hour break in training.

The fourth day also included a video clip produced by the Educational Radio Television, MoE about the business management training of the Top 50 Tashabos students, which included messages from the Tashabos students from different high schools. To motivate participants and thank Allah JJ for all the blessings, the video clip was followed by another video clip about a girl named Saba Gula who does not have two hands but still does all her living. There were two more group work.

Following recitation a few verses from the Holy Quraan, the fifth day of training began with the reflections of the previous day journal that is What is an enterprise? attracting capital, management and planning. The topics of the fifth day were: role of the private sector, role of market, money, free marketing system, source of wealth etc. The groups' work was different each day that made it for the participants clearer and better to understand a subject. This group work included three questions, which were worked out by the three groups and subsequently presented to all participants by one member of each group.

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.

The microteaching that TEO applies, is 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.

PREPARATION

The effective preparation of TEO staff caused responses from high-level government officials such as Her Excellency Spozhmai Wardak, Deputy Minister for Technical and Policy a supporter of TEO and the Tashabos program, who wrote an encouraging e-mail "Dr. Khara

and Director Nafisa! Please send one one of our colleagues from the Department of Capacity Building and Supervision to visit the seminar." And in another e-mail she wrote "Requesting colleagues from TEO, to formally request such matter from the Ministry of Women's Affairs in writing. Dear Directors! Colleagues who observe or monitor the training, let they share their reports with Deputy Minister Office for Technical and Policy."

A worth mentioning point is that principal of the Rakhshaneh Girls' High School based on her keenness to the TEO office, personally accompanied Ms. Nadira, Deputy Principal and visited the office to show respect and thank. She stated if Ms. Nadira, Tashabos Teacher was not going to attend the training, she would attend the seminar herself.

TASHABOS TEACHERS' TRAINING WORKSHOP

Overall Aim of the Workshop

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

Opening

The 5-day training of the Tashabos teachers commenced with the participation of 16 out of 25 teachers invited from Kabul, Parwan and Nangarhar Provinces with the recitation of few verses from Holy Quraan by one of the Tashabos teachers Mr. Muhammad Hamed Arab. Following the recitation Ms. Hamida Mohammady, Program Officer officially opened the Seminar and welcomed all the Tashabos teachers. She then said, "In this seminar, we have given priority the Tashabos teachers, who recently joined the Tashabos program so that they can get a full acquaintance with the program. She also stated in his remarks that you are the one who play key role in the success of the program compared to the TEO colleagues. This is, because we only facilitate you with the opportunity to teach and how to best teach your students and to raise them enabled, creative and innovator that this is your enormous responsibility. Therefore, we expect the same from all of you to help us succeed this program. She lastly wished them all the best in the hope that this would be a great, useful and beneficial seminar for all of you.

Moments later TEO trainer asked one of the Tashabos teachers of the Khawaja Mosafer Boys' High School to motivate the training participants to tell the secret of the success of the students in the high school that the students in reiterated manner make it to the final top ten business proposals' competition. Mr. Hamid Arab, stated the reason of the success is that "I first motivate and prepare the students from mentality points of views." He added, "I motivate the Tashabos students, to know why we study the Tashabos subject? Then, I prepare my plan of what important and useful topics to include in our lesson. Pursuant to that, we begin with students who have practical business proposals. These students already have small businesses experience, their only problem is writing proposals that I work with to work out better business proposals. We also work with students who have imaginative business proposals. For example, I introduce

students with agribusiness ideas to District Agriculture Department to orient them and then implement their business proposals effectively."

Training Rules

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

- Time commitment
- Put the cell phones in silent mood
- Respect each other's ideas
- Active participation in training

The training rules were accepted by all the participants, and later one person Ustaad Khodadad was appointed as representative and Ms. Fatema Yaqoubi as his deputy.

Participants' Introduction

To learn more, all participants of the training introduced themselves to each other so they could better express their views within five days of the training. They also recalled their work experience with education. Ustaad Marzia from Rahman Mina Girls' High School, a workshop participant, said: "We are grateful to the TEO team, who have always cooperating in teaching of the Tashabos subject and building the capacity of the Tashabos teachers and have always in service of the dear teachers and students of this land."

The Trainer calculated the overall experience of the Tashabos teacher participants that became 242 years, so he urged the teachers to share the huge experience among themselves over the five days that he will facilitate.

Guests' Speeches

TEO invited stakeholders to visit the training program activities and provide their views to TEO. Thankfully, Mr. Ahmed Shah Arabzai, Head of Coordination, Kabul Province Education Department, and Mr. Ahmad Samim Salehzada, a business monitoring expert at the Ministry of Women's Affairs, honored TEO attending the opening.

Mr. Ahmed Shah Arabzai

Mr. Arabzai, thanked TEO for inviting him to the opening of the training. I am happy today to meet with experienced and elite Tashabos teachers of Kabul City and other provinces. All of you are experienced teachers and your students the children of the country have come to choose better field of study, through you and all this was a result of your efforts. It is the Tashabos subject and your efforts, the students were able to practice businesses in their lives. The Tashabos subject that is being taught in our schools for many years, the students enjoy the results in their life and it is because of TEO and your efforts. In his remarks, he emphasized on the quality of teaching and praised the Tashabos program that has maintained the quality.

Mr. Ahmad Samim Salehzada

Mr. Salehzada, said that he was fortunate to see himself among such qualified teachers and thanked TEO, while expressing his support to TEO and the Tashabos program.

Fazel Rabi Haqbeen

Mr. Haqbeen welcomed all the guests and the training participants. He spoke about the purpose of the gathering of the participants. To encourage and mobilize participants the Tashabos teachers, he recalled examples of people who had revolutionized the world and said that Afghans are also talented and have nothing less related to the successful people in the world, such as the founder of the medicine science and so on. He also talked about business ethics, which unfortunately is little or even not practiced in Afghanistan. He added that through the Tashabos program we can prevent import of poor quality products in Afghanistan. In his talk, he spoke about the efforts of the TEO to include Tashabos in the curriculum.

Training Aim

The aim of the training of the Tashabos teachers is to build their capacity and raise the level of their knowledge.

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 economics, different forms of capitalism and as well as how to evaluate their students using survey methodology.
- 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

Days	Date	Time		Sessions	Facilitators/Trainer
		End	start		
Sunday	19/8/4	07:30	07:00	Opening Ceremony	Trainer and Participants
		08:00	07:30	Tea Break	
		09:00	08:00	Pre-Assessment	Trainer and Participants
		10:00	09:00	Entrepreneurship and its Kind	Trainer and Participants
		11:00	10:00	Leadership	Trainer and Participants
		12:00	11:00	Citizenship	Trainer and Participants
Monday	19/8/5	07:30	07:00	Recap and Opening	Trainer and Participants
		08:00	07:30	Tea Break	
		09:00	08:00	How to start a business?	Trainer and Participants
		10:00	09:00	Important subjects of Entrepreneurship	Trainer and Participants
		11:00	10:00	Role of Entrepreneurship and Sustainable Development	Trainer and Participants
		12:00	11:00	Market and Communication for Networking	Trainer and Participants
Tuesday	19/8/6	07:30	07:00	Recap and Opening	Trainer and Participants
		08:00	07:30	Tea Break	
		09:00	08:00	Capitalism and Its Kind	Trainer and Participants
		10:00	09:00	Planning and Management	Trainer and Participants
		11:00	10:00	Survey Methods and Orientation for usage of Forms and BPCs	Trainer and Participants
		12:00	11:00	Private Sector and Free Market Economics	Trainer and Participants
Wednesday	19/8/7	07:30	07:00	Recap and Opening	Trainer and Participants
		08:00	07:30	Tea Break	
		09:00	08:00	Microteaching	Trainer and Participants
		10:00	09:00	Microteaching	Trainer and Participants
		11:00	10:00	Microteaching	Trainer and Participants
		12:00	11:00	Microteaching	Trainer and Participants
Thursday	19/8/8	07:30	07:00	Recap and Opening	Trainer and Participants
		08:00	07:30	Tea Break	
		09:00	08:00	Microteaching	Trainer and Participants
		10:00	09:00	Microteaching	Trainer and Participants
		12:00	11:00	Closing Ceremony	Trainer and Participants

SUMMARY OF DAY ONE ACTIVITIES

Following the opening of the training, speeches of the guests and introduction of the participants, during the first day, topics such as definition of Tashabos (innovation, creativity and entrepreneurship) sustainable development, citizenship, leadership became clearer to the participants, and each term was described thoroughly. The Tashabos word in Pashto and/or Dari language was described for each local alphabets as follows.

Power =	توان
Merit =	شایستگی
Belief =	بادر
Wealth=	ثروت

Group Work

The participants were divided into five groups and each group was asked a question to answer the following questions:

1. What is Tashabos?
2. How many types of Tashabos are there?
3. Tashabos definition literally and meaning?
4. What is the difference of Tashabos and vocation?

The participants were given 10 minutes to write their answers on a flap chart and then the head of the group to present to add information to the rest of the groups. During the first day, topics such as criteria of leadership and good citizenship were also taught. Lastly, a video clip was shown about the launch of a small business for the participants that drew the attention of the Tashabos teachers.

SUMMARY OF DAY TWO ACTIVITIES

The second day of training, after reciting a few verses from the Holy Quraan, started with the journal of past reflections (What is Tashabos? Name the types of Tashabos, etc.). The trainer provided examples for reviewing past lessons and made good use of the ability to write questions in small papers and ask questions from participants on topics of the previous day. The participants were also taught topics such as fundraising, investing trust in companies and the necessity of managing an enterprise, the role of entrepreneurs in continuous development efforts, the characteristics and activities of markets, and how to communicate with the customer in order to create networking, communication and business proposal writing for participants were also taught. Terms such as supply, demand, government, private enterprise, raw material management, business introductory stages, criteria for selecting a business plan were worked out. It is also noteworthy that during the second day of the Ministry of Women's Affairs, Ms. Marina Sarwari, an education expert at the Department of Women's Empowerment, at the Ministry of Women's Affairs attended the training.

Inspiring Video Clip

To motivate, entertain, and showcase a topic every day for the participants, an inspiring video on the topic was shown. At the start of the second day to motivate participants that nothing is impossible unless one has the confidence and strive to do so, a topic related video of a handicapped person skilled in painting related to the topic of the day was shown.

Intellectual Counseling

The following topics in the intellectual counselling were worked out with the participants:

1. What is the difference between capital and reserve?
2. What is the business system of private enterprise?
3. What is procurement and through what resources do you get?
4. What ability and tact play a role in attracting capital?

Group Work

The participants were divided into four groups, to do the following group work, and then one person representing each group explained their group work to the rest of the groups.

1. What are raw materials?
2. Describe human resource?
3. Describe the funds needed for the factory?
4. What is management and what is the manager's responsibility?

Inspiring Video Clip

Again, an inspiring video clip on managing the finances and receiving the customers' orders was shown to the participants and then the concept of the video was further described. Another video was shown before the next lesson on starting a business.

Important Tips for Doing Business

A very important and interesting theme for the Tashabos teachers who should consider these tips for guiding Tashabos students in doing a business:

- Objective
- Market evaluation
- Creating a business plan
- A good employer
- Value of time
- The right environment
- Technical skill
- Business ethics
- New idea
- Financial independence

SUMMARY OF DAY THREE ACTIVITIES

The third day of training, after reciting a few verses from the Holy Quraan, started with the journal of past reflections (What is an Enterprise? Attracting Investment, Management and Planning), which followed by a video clip that Mr. Fazel Rabi Haqbeen, showed. The video was about Mr. Azizullah Royesh, Founder of Marefat High School in Kabul, who was nominated for the Global Teacher Prize – Top 10 Finalist by Varkey Jamie Foundation. Mr. Royesh is not only a teacher in his field, but a role model, an inspiration to the students and a teacher who prepares mentality beyond the lesson/teaching. He has won the title of top ten not only nationally or regionally but globally, and it is a great honor for Afghanistan to prove to the world that Afghanistan is not only unhappy face but also the vice-versa. Following the video of the video, Mr. Haqbeen recalled example of the Prophet Muhammad (PBUH), the

humanity teacher, who brought revolution in the Islamic world because he was also a teacher, which inspired all the participants.

Topics such as the role of entrepreneurs in the business activity based on merits, characteristics and activities of markets, market definitions, types of markets, market systems, and all types of market systems, economic terms, planning and management, explanation and provision of Tashabos related forms, group work, individual work, and role play were worked out during the day three.

Interesting Points

In order to get feedback and comments from the participants on the last two days of the seminar, they were asked about interesting points/things. Their answers highlighted group work, lesson plans, new lessons, and learning from each other's experiences as interesting training points.

Challenges

Following the question on interesting points of the training, the participants were asked about the challenges. Difficulties mentioned by participants included unfavorable times (close to Eid), that caused some not adhering to the training or coming late to the training. Training time was also delayed by the Peace Consultative Loya Jirga and due to the Jirga the postponement of semi-annual school examinations. Therefore, the training time got closer to the Eid, which each and every Afghan carry many things in preparation for Eid.

Group Work

The task consisted of four questions in four different groups. Each group consisted of four participants who worked together and wrote the questions on the flap charts. Moments later representative if each group described the group's answers for all participants. The questions asked by each group are as follows:

1. How does trust help you in business?
2. Write the qualities of a good entrepreneur from your viewpoints?
3. Who is the right person for the business?
4. What will be the impact of business on your family?

Inspiring Video Clip

On the day three of the training a video clip was shown to the participants about how the product goes through several stages until it reaches the market and is sold, which followed by another video about marketing product. A third video about one of the Tashabos students who won the first place in the final Top 10 business proposal competition of the year 2017–18, who also employed 20 other girls in her small business, is now a producer of standardized children's bed sets in Afghanistan.

Role Play

The role-playing is one that the trainer's methods in the training that selects three or four participants, and each participant plays his/her role the trainer assigned to represent the same. The role play the participant was given a person representing the state in monitoring role went to a private company for supervision to inquire with the company director and deputy director

about the company. This person entering the company and both sides get introduced, he/she begins with questions such as the number of employees hired, the skills needed to hire employees, the percentage of tax paid to the government, the participation in government meetings, the role of the private sector in the country's economy that he/she received very satisfying answers from the company director and deputy director. Thus, he/she thanked the company for the opportunity to monitor and wish them success.

Role of Entrepreneurs in the Economy

The participants were asked about the above topic four questions individually. The participants were given time to find the answers to the following questions and then to explain it to all participants:

1. Who is an entrepreneur and who do we call entrepreneurs?
2. How do you assess the role of entrepreneurs in the economy development of the country?
3. Describe the qualities of a successful entrepreneur?
4. What are the differences between management and leadership?

SUMMARY OF DAY FOUR ACTIVITIES

The fourth day of the training started with the recitation of the Holy Quraan and, to be innovative in the evaluation of the training by the participants, the training participants were then divided into two groups and the following questions were asked.

1. How many training sessions we went through so far?
2. What were the topics of the training sessions?
3. Which topics were relevant to the Tashabos textbook in the training sessions and why?
4. What effective methods do you employ in your teaching?

Subsequently, both groups presented the answers and the trainer scored each group based on the answers given by each group and announced the winning group.

Then topics such as savings, capital, money, wealth, management and planning, marketing and customers, coordination, recruitment, leader and leadership, qualities of a good leader, key elements in writing a business plan, inspirational video clips, group work, free market economics, different forms of capitalism and as well as how to evaluate their students using survey methodology etc. were carried-out.

Group Work

This group task consisted of five questions, which were assigned to five groups, and the result were then presented to all participants by a member of each group. The questions were as follows:

1. What is savings and how is it done?
2. Describe capital and what constitutes capital?
3. What is the value of money?
4. How many types of wealth and what things forms a wealth?
5. Define the following terms: Capital, Savings, Wealth, Money and its Varieties?

It was 09:03a.m. that the training session interrupted by a big bang, which caused panic among the participants as all windows' glasses shook with horrific noise. It was an explosion

in front of District Sixth Police Station in Pol-e-Sokhta area, Kabul City. This caused a disturbance among the participants and resulted in a one-hour break in training.

Inspiring Video Clip

The video clips, shown on the fourth day, included a video clip produced by the Educational Radio Television, MoE about the business management training of the Top 50 Tashabos students, which included messages from the Tashabos students from different high schools. To motivate participants and thank Allah JJ for all the blessings, the video clip was followed by another video clip about a girl named Saba Gula who does not have two hands but still does all her living happily.

Group Work

This group task consisted of five questions in five different groups. Each group consisted of two participants working together to write the answers on the flap chart, which followed by presentation by one member of each group to all participants. The questions were as follows:

1. What is management and who is a manager?
2. What are the major responsibilities of managers?
3. What is leadership and who is a leader?
4. What are the qualities and characteristics of a leader?
5. What is an enterprise plan and what are its key elements?

SUMMARY OF DAY FIVE ACTIVITIES

Following recitation a few verses from the Holy Quraan, the fifth day of training began with the reflections of the previous day journal that is What is an enterprise? attracting capital, management and planning. The topics of the fifth day were: role of the private sector, role of market, money, free marketing system, source of wealth etc.

Group Work

The groups' work was different each day that made it for the participants clearer and better to understand a subject. This group work included the following three questions, which were worked out by the three groups and subsequently presented to all participants by one member of each group.

1. What are the benefits and disadvantages of a free market?
2. What is the disadvantage of only central sector in a country?
3. If we consider comparative advantage, what should we do first?

Training Evaluation by Participants

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.

Microteaching

The microteaching that TEO applies, is 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.

First Trial Lesson

The first sample lesson taught by one of Abdul Rahim Shaheed's High School teacher about the qualities of a good leader. During his teaching, the teacher provided good examples of lessons, even citing external examples such as the world leaders, etc., to make the end of the lesson more tempting, the teacher asked the students questions and completed the lesson.

Second Trial Lesson

The second lesson was presented by a teacher from Hora-e-Jalali High School on the achievements of Omid and Lima, a couple entrepreneurs. He consulted with the students before starting the lesson and then asked about the past lessons. He then began a new lesson from the student-centered dimension used group work method to find answers to each the questions the trainer provided them. At the end after the group work, he also gave homework to the students and left.

Third Trial Lesson

The third lesson taught by one of Abdul Rahim Shaheed's High School on the basic terms of business such as capital, savings, money, and wealth, using good examples, and at the end he summarized the lesson.

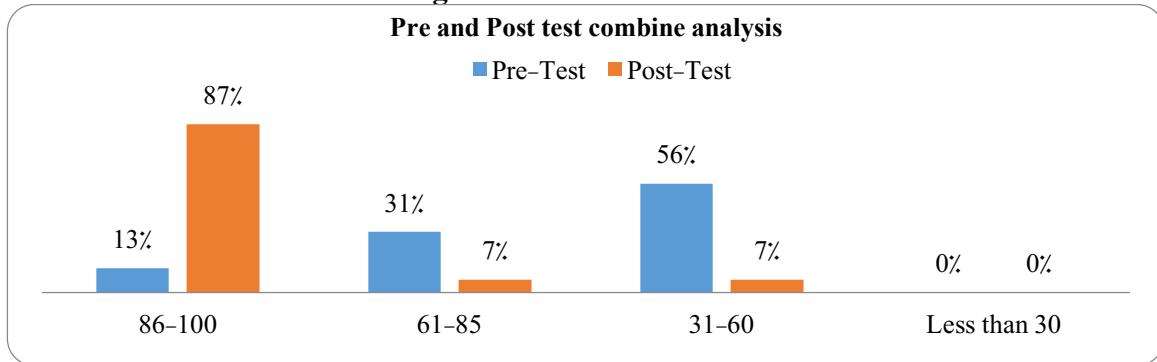
The Trial Lessons' Summary

Three of the participants who were responsible for evaluating the three participating Tashabos teachers, shared their findings, views and results with the participants.

PRE- AND POST-TESTS' ASSESSMENT

The following chart shows the pre and post evaluation scores of the teachers. In the pre-training test, 13% of the participants received between 100–86 points while in the post-training test 86% of the participants received between 86– 100 points. Still, 31% in the pre-training exam, while only 7% in the post-training evaluation, scored between 61–85. Only 7% in the post-training assessment and 56% in the pre-training assessment scored between 60–31, indicating an increase in participants' knowledge level. Interestingly, none of the participants scored less than including 30, which is expected so as these are Tashabos teachers, who teach Tashabos subjects.

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



Closing Ceremony

All the training participants showed their satisfaction with the training as they benefited from the five days of training, which added to their knowledge. TEO invited to the closing ceremony Mr. Hamayoon Rahmani, Deputy Director, Kabul City Education Department, Mr. Mohammad Omar, Supervision Head, District 6th Education Department and Mr. Ahmad Samim Salehzadeh, Expert of Business Affairs, Ministry of Women's Affairs. Mr. Homayoun Rahmani, in his opening remarks, thanked the leadership of TEO for implementing decade-long Tashabos program activities in four provinces of Afghanistan and stated, 'You better know that quality education is an important base for poverty reduction and economic development in a society, especially in post-conflict countries. In countries, where the negative impacts of the war on the psychology of students are left unaddressed. We in collaboration with TEO can launch a series of worthwhile activities to build quality capacity of the students that they use in their daily entrepreneurship life.' He further, adding that "Our country is a post-war country, and it is not enough for these activities to be carried out only in few of our provinces, but also needed in other schools, especially for the girls, to teach such trainings as a pressing need as well as the teaching of the TEO's Tashabos textbooks in the three Grades. He also recalled his acquaintance with TEO's colleagues about three months ago and thanked them for advancing the capacity of the Tashabos teachers and said, "Through these trainings, the quality of education in schools goes up and that is our goal of achieving a happy community through these students and those who graduated. We have a lot of young people even when they graduate from college, but they are still lost, so if our young people find their pathway in advance so they can follow and move that direction."

Mr. Ahmad Samimi Salehzadeh, in his speech, thanked TEO on behalf of Ministry of Women's Affairs, and asked the Tashabos teachers if they have any suggestions and comments on the Tashabos program, whether the activities were useful or not, so that he can share these views with the leadership of the Ministry.

Suggestions from the Participants to MoWA

1. To provide Tashabos students some kick start amount for their initial work.
2. To request Ministry of Women's Affairs to include for the Tashabos students to its trainings.

Fazel Rabi Haqbeen, before starting his talk, he touches base on the quality of teaching and said Tashabos is a live subject and that quality should be maintained. He mentioned of the 242

years of total participants' experience that was calculated and was shared among the participants within the five days of the training. He showed to participants the Tashabos teachers a practical example of maintaining and continuing a quality work be it a small business. He placed three stones of 70kg, 30kg and 10kg on the table and began his talk about the stones. He asked the participants, who can lift and hold any of the stone for a while. He then picked up the 10kg stone from among the three stones, and handed it over to one of the participants, who responded yes, to hold the stone in his hand for a while. The participant was able to hold the stone in his hand for some moments. Mr. Haqbeen added that maybe the Tashabos teacher, who held the 10kg stone, could have lifted 70kg stone, but it would be very difficult even impossible to maintain holding the 70kg stone for a long time. So we need to take a quality step that is easy for us to maintain and sustain. He thanked the leadership of the Ministry of Education and said that they had never encountered serious problem with any department within the ministry, even if it had, they found a solution to resolve in an amicable way. He also thanked the Ministry of Women's Affairs and said that the MoWA has been working with us from time to time and that we are now witnessing the presence of MoWA members.

In the final moments, it was time to issue the certificates, Mr. Homayoun Rahmani awarded the first certificate. Subsequently, Mr. Mohammad Omar, Supervision Head, District 6th Education Department awarded some of the certificates and followed by Mr. Ahmad Samim Salehzadeh, Expert of Business Affairs in MoWA and other staff of TEO, Tashabos teachers, thus forth, the training ended successfully.

Suggestions and Recommendations

In order to further improve the training in future, TEO asked the participants for their suggestions, comments and recommendations, which are as follows:

1. To include Tashabos subject into the curriculum.
2. Introducing and appreciating the top students in each high school.
3. To provide Tashabos students some kick start amount for their initial work.
4. To increase the number of students from Top 10 in each high school in proportion to the number of business proposals per high school.
5. To organize more of these seminars in the future.
6. To organize the training during winter vocation.

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, good governance and lessons in market economy, and facilitates networking to high school students in Grades 10, 11 and 12. This year (2019–20) the over 35,000 students in the program, includes girls (55%) and boys (45%) 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.

A survey of 400 Tashabos students showed that Tashabos helped 69% of them initiate a new business. When asked how Tashabos helped, the students mentioned the business linked topics, motivation for developing business proposals and generating innovative business ideas for scale-up. Among the remaining 31%, 85% of them mentioned utilizing Tashabos knowledge in initiating a business in the future. The subject assisted more than half of the student respondents expand their family businesses due solely to the students' acquaintance with business principles. After studying Tashabos, 79% of the students witnessed a change in their communications, relationships, networking, leadership, decision-making, planning and executing planning, and support skills.

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 the Ministry of Education (MoE), Ministry of Women's Affairs (MoWA) and few other institutions.

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: Mr. Ahmad Shah Arabzai, Education Head, Kabul Province Education Department



Figure 3: Training Session and Group Work in Progress



Figure 4: Mr. Hamayoon Rahmani, KCE Deputy Director Speaks to the Participantsand Mr. Ahmad Samim Salehzada, Representative, MoWA Meets Mr. Haqbeen



Figure 5: Mr. Mohammad Omar, Supervision Head, D6thED and Mr. Rahmani, Awarding Training Certificates



Figure 6: Ms. Hamida Mohamadi, Program Officer, TEO Writing Report Simultaneously, while on other Occasion Provides Orientation



Figure 7: Microteaching sessions



Figure 8: Groupwork sessions



Figure 9: Mr. Fazel Rabi Haqbeen, Executive Director Awards Training Certificate and Mr. Salehzada Speaking to the Participants



Figure 10: Mr. Salehzada and Mr. Haqbeen Award Certificates



Figure 11: Tashabos Teachers' Training in Progress



Figure 12: Mr. Mr. Haqbeen and Ms. Mohammdi Award Certificates

ANNEX-II: PARTICIPANTS' LIST

No	Name	High School	Province
1	Mr. Sayed Ali Akbar Azimi	Abdul Rahim Shaheed	Kabul
2	Mr. Mohammad Bashir Yaqobi	Abdul Rahim Shaheed	Kabul
3	Ms. Arezo Sultani	Chehelstoon Girls HS	Kabul
4	Ms. Khadija Sherzoi	Zarghoona	Kabul
5	Ms. Fatema Yaqobi	Zainab Kobra	Kabul
6	Ms. Nadera Akbari	Rukhshana	Kabul
7	Ms. Marzia Nasiri Yousofzai	Rahman Mena	Kabul
8	Ms. Tooba Sediqi	Rahman Mena	Kabul
9	Mr. Khudadad Danishwar	Ustaad Betab	Kabul
10	Ms. Wajiha Poya	Ustaad Betab	Kabul
11	Ms. Hamida Nawbi	Lamay Shaheed	Kabul
12	Mr. Mohammad Hanif Mohammadi	Tajrobawi	Parwan
13	Ms. Shukria Zamani	Hora Jalali	Parwan
14	Mr. Abdul Ghani Ghani	Khoja Abdullah Ansari	Kabul
15	Ms. Khatera Fazel	Dehdana	Kabul
16	Ms. Tamana Akhonzada	Allaee	Nangarhar