



## TRAINING REPORT

|                          |  |
|--------------------------|--|
| <b>NAME OF TRAINING:</b> | <b>Business skills training- Second round</b>                            |
| <b>ORGANIZER</b>         | Iran Relief International organization in cooperation with SRS and BAFIA |
| <b>TRAINER</b>           | Vahid Farhoudi   |
| <b>LOCATION:</b>         | Mashhad, Razavi- Khorasan  |
| <b>DATES</b>             | 13-15 January 2019   |



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### Acronyms

BAFIA: Bureau for Aliens and Foreign Immigrants' Affairs

BST: Business Skill Training

GFFO: German Federal Foreign Office

L.N.S.I.E: Life skill-Knowledge; Start-up; Improve; Expand

PDA: Pars Development Activities

RI: Relief International

SRS: Society for Recovery Support

SWO: State Welfare Organization

TOT: Training Of Trainer

WHO: World Health Organization



## 1. Executive summary

سازمان ریلیف اینترنشنال با همکاری اداره کل اتباع و مهاجرین خارجی و شریک اجرایی خود، سازمان جمعیت حمایت از بهبود یافتگان و حمایت مالی همکاری آلمان از ابتدای ماه دسامبر 2018، برگزاری دوره های آموزشی مهارت های کسب و کار را در استان خراسان رضوی- شهرستان مشهد آغاز کرده است.

این مدل آموزشی برای آموزش بزرگسالان طراحی گشته و با توجه به نیاز مهاجرین و پناهندگان افغانستانی در ایران طراحی شده است. کل آموزش به مدت شش ماه و شامل 144 ساعت می باشد و می توان آن را به روش "آموزش برای مربیان (TOT)" یا "آموزش برای شرکت کنندگان دوره" انجام داد.

دوره دوم آموزش بر مبنای تمرکز بر انواع زندگی شغلی، خلاقیت و نوآوری در کسب و کار، شناسایی فرصتهای کسب و کار مهاجرین، ایجاد ایده، تحلیل و اعتبارسنجی ایده و در نهایت انتخاب ایده مناسب طراحی گردیده است که مستلزم حضور شرکت کنندگان در 3 روز و مجموعاً 24 ساعت می باشد.

دوره دوم آموزشهای کسب و کار در شهرستان مشهد از 13 تا 15 ژانویه با موفقیت انجام شد که در این دوره آموزشی مجموعاً 67 نفر از کارآموزان، 20 نفر از نمایندگان سازمان های ایران و افغانستانی مردم نهاد در استان خراسان رضوی و 47 نفر از مهاجرین و پناهندگان افغانستانی شرکت داشتند. آموزش این دوره ترکیبی از سخنرانی ها، بحث های آزاد، تبادل اطلاعات، اشتراک گذاری تجربه، ارائه ها و بازی گروهی بود. در طول این دوره، کارآموزان با مدل های مختلف کسب و کار، انواع زندگی شغلی مانند استخدام، خود اشتغالی و کارآفرینی آشنا شدند.

شرکت کنندگان در این دوره آموزشی با مفاهیم خلاقیت، نوآوری در کسب و کار و همچنین دست یافتن به فرصت های موجود در کشور میزبان آشنا گشته و در ادامه با مهارتهای ایجاد یک ایده، ریسک های موجود در کسب و کار و مهارت های کارآفرینی، مهارت های مدیریت کسب و کار و همچنین نحوه تجزیه و تحلیل ایده ها و چگونگی انتخاب بهترین ایده آشنا گشتند. در این راستا، کارآموزان فرم اعتبارسنجی ایده را با اشتراک گذاری تعدادی از مشتریان بالقوه بررسی و تکمیل کرده و لیستی از ایده ها و فرصت هایی را که قبل از شروع کسب و کار به آن نیازمند می باشند را تهیه و مکتوب نمودند.

در طول دوره آموزشی با توجه به اهمیت آشنایی با قوانین و مقررات کار در جهت تضمین امنیت شغلی مهاجرین و پناهندگان در کشور میزبان، سرفصل آموزشی به استانداردها و قواعد حقوقی کار و تامین اجتماعی اختصاص داده شد. با توجه به افزایش چشمگیر مشارکت شرکت کنندگان در جلسات گذشته در مقایسه با هیجان در انتخاب و تحلیل و بررسی ایده های خود در مدل های کسب و کار های انتخابی، اهمیت آموزش در زندگی شغلی و انگیزه برای شروع زندگی جدید به عنوان بخشی از برنامه درسی آموزش مهارت های کسب و کار بیشتر ملموس بود.

## 2. Introduction

در راستای سیاست های سازمان RI و با هدف تقویت دسترسی معیشت مهاجران افغان و پناهندگان به فرصت های اقتصادی در ایران و بازگشت به افغانستان که به افزایش روابط اقتصادی و انسجام اجتماعی با جوامع میزبان ایرانی کمک می کند، RI با همکاری BAFIA و SRS / PDA (شرکای اجرایی) برنامه ریزی های لازم را برای آموزش مجموعه مهارت های کسب و کار در شهرهای مختلف از جمله مشهد، بیرجند، تهران، زاهدان و یزد انجام داده است. آموزش مبتنی بر مدل L.N.S.I.E است که با توجه به نیازها و امکانات موجود به عنوان روش آموزش برای مربیان (TOT) در جهت تربیت آموزشگران حرفه ای کسب و کار با هدف دسترسی و آموزش به جامعه بزرگتری از مهاجرین و پناهندگان افغانستانی برگزار می شود.



### 3.1. L.N.S.I.E Model

L.N.S.I.E (مهارت های زندگی شغلی، دانش کسب و کار، راه اندازی، بهبود و توسعه) مجموعه آموزشهای مهارت های کسب و کار برای بزرگسالان است. این مدل شبیه سایر مدل های آموزش کارآفرینی می باشد با این تفاوت که تمرکز بر توانمندسازی فردی، اجتماعی و معیشتی جامعه هدف دارد. این مدل برای بزرگسالان طراحی شده و با تمرکز بر مهارت های زندگی شغلی، بهبود زندگی شرکت کنندگان و ایجاد انگیزه برای شروع زندگی شغلی بهتر به مدت شش ماه، سه جلسه در هر ماه برگزار می گردد. در ماه اول، کارآموزان یک آزمون شخصیتی را انجام می دهند و در سخنرانی ها و بازی های گروهی شرکت می کنند. در پایان ماه اول، انتظار می رود که کارآموزان اهداف خود را تعیین کرده و طرح زندگی خود را بنویسند. در ماه دوم، در مورد خلاقیت، نوآوری در کسب و کار، انواع زندگی شغلی، چگونگی پیدا کردن فرصتهای بالقوه، ایده یابی و تحلیل ایده بحث خواهد شد و کارآموزان باید در پایان این دوره، ایده مورد نظر برای ایجاد کسب و کار خود را با اعتبار سنجی نزد مشتریان بالقوه پیدا نمایند. در ماه سوم، کارآموزان قادر به ایجاد مدل های کسب و کار خود و طراحی بوم کسب و کار خود خواهند بود. یک بررسی در پایان جلسه سوم انجام خواهد شد تا نیازهای آموزشی کارآموزان در موضوعات مرتبط به کسب و کار مشخص شود. موضوعات آموزشی برای ماه چهارم بر اساس نتایج بررسی فوق در هر مکان طراحی شده است. دوره پنجم بر بهبود و توسعه کسب و کار شرکت کنندگان تمرکز دارد و پس از آن یک مشاوره گروهی و فردی در ماه ششم برگزار خواهد شد. در پایان هر ماه انتظار می رود که شرکت کنندگان دانش و مهارت های زیر را بدست آورند:

**First month:** Life plan development; this training focuses on life skills development, individual capacity identification as well as Andragogy (adult education);

**Second month:** Business idea development; this session is supporting the trainees to nurture creativity and innovation in their business life. The training also provides comprehensive information on work related updated rules and regulations in context of Iran for Afghan migrants and refugees.

**Third month:** Business model development; trainees will be asked for Implementation of ideas on canvas of the Business, Business Canvas Design, Finance and Business Accounting

**Fourth month:** Planning in business, Marketing and Sales Management, setting price, staffing, and methods of attracting investment capital and funds and other business related topics according to the trainees needs.

**Fifth month:** Review goals and strategies in business in order to improve and expand it, choosing correct strategy, identify effective actions to support business improvement and expansion.

**Sixth month:** Group and individual consultancy with the trainer.

Commented [S1]: انگلیسی اینها باید چک شود



### 3.2 . Business Skill training, Mashhad

در راستای برگزاری آموزش های کسب و کار توسط سازمان ریلیف اینترنشنال با همکاری اداره کل اتباع و مهاجرین خارجی و شریک اجرایی، سازمان جمعیت حمایت از بهبود یافتگان، این فرصت ایجاد شد تا آموزش های صورت گرفته در این استان به روش TOT برگزار گردد به این صورت که این آموزش ها برای گروه اول اجرا شده و این افراد به عنوان مربیان آموزش دیده سرفصل های آموزشی فراگرفته شده را به جمعیت بیشتری از مهاجرین و پناهندگان افغانستانی که در دوره دوم 600 نفر می باشند را انتقال میدهند.

### 4. Training Objectives

دور دوم آموزش های کسب و کار در استان خراسان رضوی -مشهد از ۱۳ تا ۱۵ ژانویه 2019 در کتابخانه قلم برگزار شد. در پایان سه روز آموزش، شرکت کنندگان توانستند:

• زندگی شغلی خود را انتخاب کنند.

\* با مفهوم کارآفرینی و کسب و کار آشنا شدند.

• با فرصتهای کسب و کار ایران بخصوص برای مهاجرین آشنا گشتند.

• ایده های مناسب کسب و کار بر اساس فرصتهای موجود را پیدا کرده و ایده های خود را اعتبار سنجی نمودند.

\* ایده کسب و کار جذاب و مناسب را پس از تجزیه و تحلیل، پردازش و بازبینی انتخاب کردند.

کمی جامع تر قید شود یا ذکر مثال گردد: [S2] Commented

### 5. Training Methodology

آموزش کاملا تعاملی برگزار شد و بر اساس مشارکت فعال شرکت کنندگان صورت گرفت. فرایند یادگیری انعطاف پذیر بود و نیازهای خاص شرکت کنندگان را برآورده کرد. جلسات آموزشی ترکیبی از سخنرانی ها، بحث و تبادل نظر، اشتراک گذاری اطلاعات و تجربیات، سخنرانی ها و بازی های گروهی بود. از شرکت کنندگان نیز خواسته شد تا تکالیف مختلفی را در پایان هر روز تکمیل نمایند. به عنوان مثال، در روز اول، شرکت کنندگان 23 ایده جذاب را به اشتراک گذاشتند. در روز دوم، پس از اعتبارسنجی ایده ها، 10 ایده مناسب بر اساس فرصت ها، مهارت ها و علایق خود انتخاب کردند و در روز سوم، شرکت کنندگان پس از تجزیه و تحلیل بازار، مباحث مدیریتی و فنی و مالی، سه ایده را برای اعتبارسنجی نهایی انتخاب کردند که دارای بیشترین جذابیت برای آنها بود.

### 6. Training discussion and procedure

اولین روز از دوره دوم آموزش هایی در ارتباط با انواع زندگی شغلی و اهداف آموزشی ارائه گردید و همچنین نتایج طرح زندگی آنها که در طول یکماه زمان میان دوره اول و دوم آماده نموده بودند مورد بحث و بررسی قرار گرفت. همچنین برای دوره دوم نیز توضیحات لازم ارائه گردید. در روز دوم، انواع زندگی شغلی، مفاهیم و تعاریف کسب و کار و کارآفرینی و همچنین خلاقیت و نوآوری در کسب و کار و پیدا کردن ایده های مناسب بر اساس فرصت های موجود در کشور میزبان ارائه شد. شرکت کنندگان در روز سوم از این دوره آموزشی در بازی "پرتاب حلقه" شرکت کردند تا مفهوم ریسک در کسب و کار را درک نمایند. در روز سوم، کارآموزان آموخته اند که چگونه ایده های خود را تجزیه و تحلیل کنند و همچنین با مهارت تفکر خلاق آشنا گشتند.



## 7. Training curriculum

Curriculum of three days of the training is listed in Table.2, time table of the training is in Annex.1.

| DAY | TOPIC   | LEARNING OUTCOME  | TRAINEE ACTIVITY   | RESOURCES  |
|-----|---|---|--|--|
| 1   | Business life & Basics of business and entrepreneurship theory                                    | Participants learned different kinds of work life and choose their own business model based on their interest and skills. Then the participants became acquainted with the concept of entrepreneurship. | Completed the skill and interest matrix.   | Power point slides<br>Self-assessment<br>Free discussion |
|     | The concept of entrepreneurship for immigrants and the games (risk analysis) to start a business. | Participants clearly understood the concept of refugee entrepreneurship.  |  |  |
| 2   | Creativity and innovation on new business ideas   | Participants learned different models of creativity and business innovation.  | Participants analyzed and analyzed their innovative ideas in the "SCAMPER" method. | Power point slides<br>Group game<br>Free discussion      |
|     | Opportunity and opportunity-based idea  | Participants were get acquainted with skills such as creating ideas, business opportunities, finding 23 ideas based on regional opportunities and opportunities analysis.                               |  |  |
| 3   | Exploring and analyzing ideas<br>*Market<br>*Financial<br>*Management<br>*Rivals                  | Participants analyzed their ideas and choose 3 attractive and relevant ideas.   | analyzed ideas   | Power point slides<br>Free discussion<br>Validation Form |

Table 1-Curriculum of the second three days of the training



### 8. Participant Profile

در این دوره آموزشی در مجموع 67 نفر (از ضمیمه 2) از آموزش استفاده نمودند. 20 نفر از نمایندگان سازمان های مردم نهاد ایرانی و افغانستانی در استان خراسان رضوی و 47 نفر از مهاجرین و پناهندگان افغانستانی، در میان شرکت کنندگان اکثریت زنان حاضر در کلاس در حرفه های خیاطی، دوخت کیف و چرم سازی مشغول به کار می باشند که در این مسیر با مشکلات مختلفی از جمله پیدا کردن بازار و چگونگی تنظیم قیمت محصولاتشان مواجه می باشند. از سوی دیگر، شرکت کنندگان مرد نیز در کسب و کارهای متنوعی مانند کسب و کارهای خدماتی، تولیدی، ساختمان، صنایع دستی و تجارت الکترونیک مشغول به کار می باشند.



Picture 1-Left: visiting of the training by Mr. Ghasemi, DG of Mashhad BAFIA;

Right: Presented ideas by participants/ participants' self-assessment

### 9. Evaluation and participants' feedback

This report illustrates the quality of the provided training materials, courses and trainer's methods for the second round of the Business Skills Training conducted in early December, 2018 in Mashhad. It shall be noted that in the second BST, 53 people provided feedback on the session as opposed to 64 who participated in the first BST. Below, four figures on the aforementioned beneficiaries' feedback are provided.

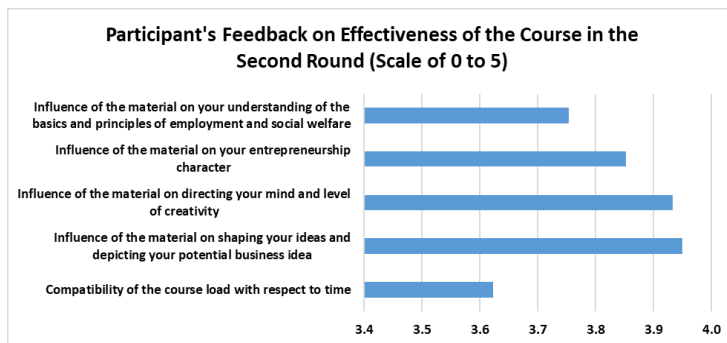






Figure 1-Participants' feedback on effectiveness of the course

Considering feedbacks received from the participants on the quality of the workshop and course materials at second BST in Mashhad, the participants were generally satisfied with the course materials, as it is notable that all of the answers are generally above grade 3.6 out of 5 points. Data showed that only the respected time were not completely compatible with course material from their points of view (figure 1). This could be relate to the fact that the second BST contained many new technical points and required participants shift their paradigms and visions.

As the main purpose of the second BST, the chart (Figure 1) also illustrates the positive feedback from participants toward influence of the material on level of their creativity and shaping their business ideas.

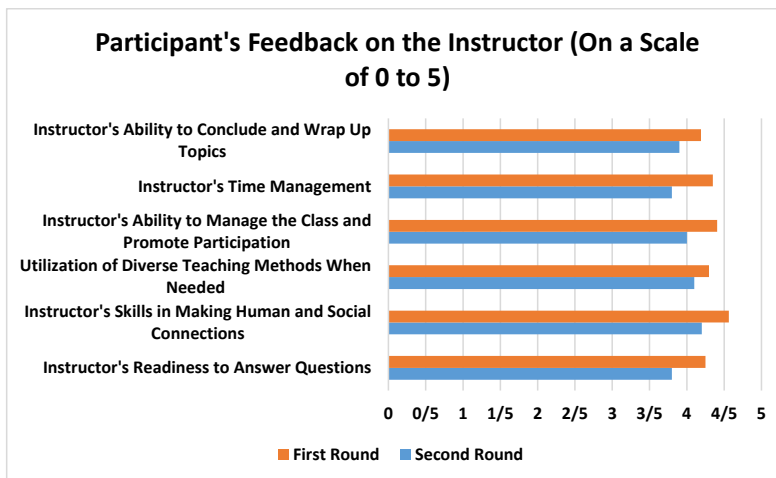


Figure 2-Participants' feedback on Trainer's abilities

Figure 2 represents beneficiaries' feedback on trainer's general skills for managing the sessions; including time-management, knowledge and skills on answering beneficiaries' needs, promoting their participation into discussions, etc. As this figure shows, all the participants have rated above 3.5 out of 5 points to the instructor's abilities.

Generally, all the participants were satisfied on the course organization as Figure 3 demonstrates the provided courses for the second BST sessions, including the facilities, materials and the location of the trainings.

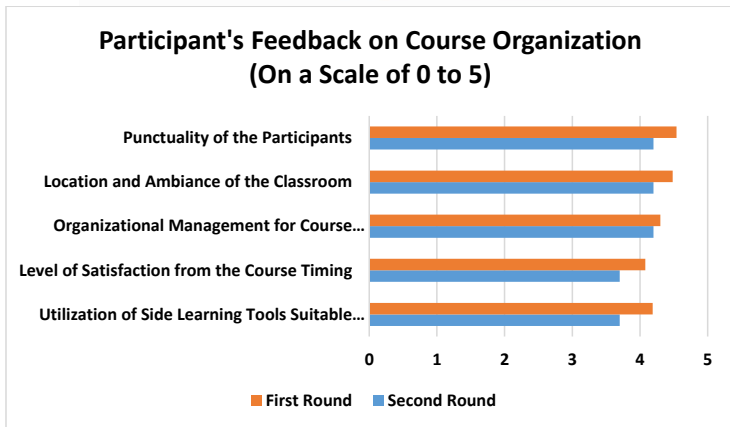


Figure 3-Participants' feedback on course organization

It is important to note that all the participants' self-assessment shows an improvement on their knowledge and skills in comparison with their abilities before each round of BSTs. Figure 4 represents participants' self-assessment before and after this round of sessions. As it shows, there is a notable improvement in both first and second round of the trainings which proves the effectiveness of the sessions to gain our objectives.

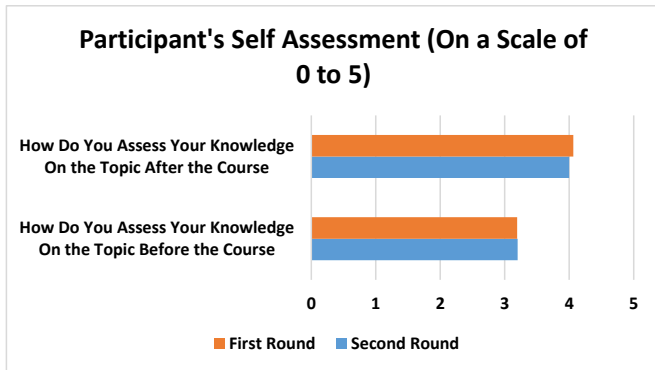


Figure 4-Participants' feedback on participants' self-assessment



## 10. Challenges and recommendations

### 10.1 . Challenges

- اکثر زنان به شغل خیاطی و چرم مشغول هستند و در این کار مهارت دارند
- دوره های آموزشی سازمان فنی و حرفه ای جوابگوی نیاز حرفه ای شرکت کنندگان نیست.
- توان حمایتی سازمان های غیر دولتی همکار در پروژه محدود می باشد.

**Commented [S3]:** این چه چالشی می تواند داشته باشد؟ این شرایط چه چالشی را ایجاد کرده است؟

**Commented [S4]:** منظور شما از سازمان غیر دولتی – شریک – اجرایی ریلیف می باشد؟

### 10.2. Recommendation

- موسسات غیر دولتی ظرفیت بالایی را برای حمایت از شرکت کنندگان ایجاد نمایند.
- بعضی کسب و کارها نیاز به مجوز دارد. تسهیل در دریافت مجوز بسیار ضروری می باشد.
- محل برای ارائه محصولات مانند نمایشگاه های فصلی یا دائمی می تواند کمک بسیار زیادی در فروش محصولات تولیدی داشته باشد.
- \*تمرکز بر کسب و کار های خانگی برای زنان



Picture 3 - The trainer giving lecture

## 11. Workshop Outcomes:

با توجه به اینکه مدل اجرایی دوره آموزشی کسب و کار در استان خراسان رضوی در قالب تربیت مربی می باشد و شرکت کنندگان بعد از حضور در دوره تربیت مربی باید مطالب آموخته شده هر دوره را به فراگیران خود که جامعه بیشتری از مهاجران می باشد انتقال دهند، مانند دوره اول ، بعد از اجرای برنامه دوره دوم، شرکت کنندگان آموزه های خود را که شامل انواع زندگی شغلی، خلاقیت و نوآوری در کسب و کار، مهارت های ایده یابی و تحلیل و بررسی ایده و همچنین اعتبار سنجی ایده ها در بستر فرصت های مناسب در بازار است را آموزش می دهند. در این دوره 600 نفر حضور داشتند که در حل سازمان های مردم نهاد ایرانی و افغانستانی واقع در استان خراسان رضوی توسط مربیان آموزش دیده اجرا گردید. در این دوره شرکت کنندگان، ایده های خود را در بازار بالقوه اعتبار سنجی کردند و چند ایده مناسب را انتخاب نمودند.

**Commented [S5]:** این بخش در سایر گزارشهای شهر های دیگر : اگر مهم است در سایر گزارشات اضافه شود







Annex1

Commented [S6]: انگلیسی چک شود

Time table:

| Business skill training -Step 2 |             |  |
|---------------------------------|-------------|--|
|                                 | Time        | Title  |
| 13 Jan 2019                     | 8:30-10     | Business life  |
|                                 | 10-10:15    | Tea break  |
|                                 | 10:15-11:45 | Basics of business and entrepreneurship theory                                     |
|                                 | 11:45-13    | Lunch & pray break   |
|                                 | 13-14:30    | Entrepreneurship for migrants  |
|                                 | 14:30-15    | Tea break  |
|                                 | 15-16:30    | Group game, involved risks to start business                                       |
| 14 Jan 2019                     | 8:30-10     | Creativity and innovation on new business ideas                                    |
|                                 | 10-10:15    | Tea break  |
|                                 | 10:15-11:45 | Business ideas   |
|                                 | 11:45-13    | Lunch & pray break   |
|                                 | 13-14:30    | Identification of Business Opportunities   |
|                                 | 14:30-15    | Tea break  |
|                                 | 15-16:30    | Group game, validation of idea   |
| 15 Jan 2019                     | 8:30-10     | Nurturing business ideas   |
|                                 | 10-10:15    | Tea break  |
|                                 | 10:15-11:45 | Evaluation and feasibility analysis of business ideas based on local opportunities |
|                                 | 11:45-13    | Lunch & pray break   |
|                                 | 13-14:30    | Group work-Presentation and selection of ideas                                     |
|                                 | 14:30-15    | Tea break  |
|                                 | 15-16:30    | Group game   |



Annex 3:

Evaluation form on second round of business skills training in Razavi Khorasan- Mashhad

این فرم باید ترجمه شود، قسمت های مشترک: **Commented [S7]:** قبلا ترجمه شده است، 5 سوال اول متفاوت می باشد

فرم ارزیابی دوره دوم تربیت مربی و کارآفرینی مهاجرین افغانستان  
بر اساس الگوی LNSIE - خراسان رضوی - مشهد

نام مربی دوره: تاریخ:

خواهشمند است با تکمیل این پرسشنامه و ارائه نظرات سازنده خود، ما را در بهبود مستمر فعالیت های آموزشی یاری فرمائید.

| ردیف                | معیارها |          |      |   |   | جمع   |
|---------------------|---------|----------|------|---|---|---|
|                     | ضعیف    | امتیازات | عالی |   |   |   |
| <b>محتوا</b>        |         |          |      |   |   |   |
| 1                   | 1       | 2        | 3    | 4 | 5 | میزان سازگاری زمان دوره با حجم مطالب ارائه شده  |
| 2                   | 1       | 2        | 3    | 4 | 5 | تاثیرگذاری این دوره در کمک به ایده پردازی در ذهن شما و ترسیم کسب و کار احتمالی شما                  |
| 3                   | 1       | 2        | 3    | 4 | 5 | تاثیر گذاری این دوره بر جهت دهی ذهن شما و میزان خلاقیت شما  |
| 4                   | 1       | 2        | 3    | 4 | 5 | تاثیر برنامه ارائه شده بر روی ارتقا ویژگی های کارآفرینانه شما                                       |
| 5                   | 1       | 2        | 3    | 4 | 5 | میزان تاثیر دوره در افزایش آگاهی شما بر اصول و استانداردهای کار و تامین اجتماعی                     |
| <b>مربی</b>         |         |          |      |   |   |   |
| 1                   | 1       | 2        | 3    | 4 | 5 | میزان تسلط و آمادگی مربی برای پاسخگویی به سوالات آموزش پذیران                                       |
| 2                   | 1       | 2        | 3    | 4 | 5 | مهارت و توانایی مربی در برقراری روابط انسانی و اجتماعی  |
| 3                   | 1       | 2        | 3    | 4 | 5 | استفاده از روش های مختلف تدریس ( سخنرانی، بحث و گفتگو، حل مساله، ایفای نقش، شبیه سازی) در صورت لزوم |
| 4                   | 1       | 2        | 3    | 4 | 5 | توانایی مربی در اداره کلاس و فعال ساختن و افزایش مشارکت فراگیران                                    |
| 5                   | 1       | 2        | 3    | 4 | 5 | رعایت برنامه زمانبندی توسط مربی   |
| 6                   | 1       | 2        | 3    | 4 | 5 | توانایی در جمع بندی و نتیجه گیری  |
| <b>نحوه برگزاری</b> |         |          |      |   |   |   |
| 1                   | 1       | 2        | 3    | 4 | 5 | استفاده و بهره گیری از وسایل کمک آموزشی مناسب و منطبق با نیازهای آموزشی دوره                        |
| 2                   | 1       | 2        | 3    | 4 | 5 | میزان رضایت از زمان اجرای دوره  |
| 3                   | 1       | 2        | 3    | 4 | 5 | نظم و ترتیب ( در زمینه های مختلف از جمله برگزاری کلاسها، توزیع کتب و جزوات، برگزاری آزمون)          |
| 4                   | 1       | 2        | 3    | 4 | 5 | مطلوبیت مکان آموزشی از نظر عواملی چون فضای آموزشی، نو، صدا، تهویه و غیره                            |
| 5                   | 1       | 2        | 3    | 4 | 5 | رعایت برنامه زمانبندی توسط برگزار کنندگان   |
| <b>ارزیابی شخصی</b> |         |          |      |   |   |   |
| 1                   | 1       | 2        | 3    | 4 | 5 | سطح معلومات خود را در زمینه موضوع این دوره، قبل از شرکت در آن ارزیابی کنید                          |
| 2                   | 1       | 2        | 3    | 4 | 5 | سطح معلومات خود را در زمینه موضوع این دوره، بعد از شرکت در آن ارزیابی نمایید                        |

سایر نظرات و پیشنهادات در خصوص دوره دوم و مربی:



## TRAINING REPORT

|                          |  |
|--------------------------|--|
| <b>NAME OF TRAINING:</b> | <b>Business skills training- third round</b>                             |
| <b>ORGANIZER</b>         | Iran Relief International organization in cooperation with SRS and BAFIA |
| <b>TRAINER</b>           | Vahid Farhoudi   |
| <b>LOCATION:</b>         | Mashhad, Razavi- Khorasan  |
| <b>DATES</b>             | 27-29 Jan 2019   |





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## 12.Acronyms

BAFIA: Bureau for Aliens and Foreign Immigrants' Affairs

BST: Business Skill Training

GFFO: German Federal Foreign Office

L.N.S.I.E: Life skill-Knowledge; Start-up; Improve; Expand

PDA: Pars Development Activities

RI: Relief International

SRS: Society for Recovery Support

SWO: State Welfare Organization

TOT: Training Of Trainer



## 13.Executive summary

Funded by GFFO, RI in collaboration with BAFIA and SRS NGO (implementing partners) is conducting Business skills training (BST) in Mashhad. The training is second round of a designed Business Skills Training and is based on L.N.S.I.E model. The model is designed for adults and has been tailored for Afghan migrants and refugees residing in Iran. The whole training will last for about six months and contains 144 hours of training and can be conducted either as “Training for Trainers” method (TOT). The third round of the training focuses on business Models. in this course, participants would implement their validated ideas in a group in the business model. the trainees need to take part in 3 days, 24 hours of training.

The third round of the training was successfully conducted from 27th to 29th of January 2019 and 62 individuals including 20 NGOs and 42 afghan Refugee were participated. Learning was a combination of lectures, sharing of information, sharing of experiences, lectures and teamwork. During the course, participants in the business model saw different sections of the canvas, such as the customer segment, customer value, customer relationships, communication channels, business revenue streams, key activities, key resources, key partners, and cost structure. The participants performed their ideas in 9 groups on the business model. At the end of the third course, they presented their business model to other participants.

## 14.Introduction

In line with RI organization policies and with purpose of strengthening livelihood access of Afghan migrants and refugees to economic opportunities in Iran, and on return to Afghanistan which is contributing to enhance economic ties and social cohesion with Iranian host communities, RI in cooperation with BAFIA and SRS/PDA (implementing partners) planned to conduct business skill training in different locations including Razavi-Khorasan, South-Khorasan, Tehran, Sistan & Baluchistan and Yazd. The training is based on L.N.S.I.E model, which according to the location needs and facilities. this course in Mashhad, method of training for trainers (TOT) Professional training for business coaches to teach the community more immigrants held.

### 3.1.L.N.S.I.E Model

L.N.S.I.E (Life Skills, Knowledge, Start-up, Improve, and Expand) is a business skill training method for adults. This model is similar to the other popular entrepreneurship education models such as KAB, Know about Business, SYB, Start Your Business, and etc. However, the model tailored for adults and starts the training by focusing on life-skills, life-plan development and participants’ motivation. The training is planned to carry on for six months, three days each month. In the first month, the trainees conduct personality test and participate in lectures and group-games. At the end of the first month, the trainees are expected to set their goals and find the encouragement to write their life plan. In the second month, methods on how to nourish creativity and how to find the potential opportunity in market will be discussed, and the trainees should be able to come up with different business ideas at the end of this round. In the third month, the trainees



will be able to develop their business models and to design their business canvas; a survey will be conducted at the end of third session in order to find out the trainee’s educational needs on business related topics. The training topics and subjects will be designed for the fourth month according to the results of the mentioned survey in each location. Fifth month’s sessions will be conducted in two separate groups of the trainees to better address their needs; those who want to improve and expand their business that already have been established and those who are establishing a new business. This then will be followed with group and individual consultancy in sixth month. At the end of each month, participants are expected to gain and better understand the knowledge and skills listed below:

**First month:** Life plan development; this training focuses on life skills development, individual capacity identification as well as Andragogy (adult education);

**Second month:** Business idea development; this session is supporting the trainees to nurture creativity and innovation in their business life. The training also provides comprehensive information on work related updated rules and regulations in context of Iran for Afghan migrants and refugees.

**Third month:** Business model development; trainees will be asked for Implementation of ideas on canvas of the Business, Business Canvas Design, Finance and Business Accounting

**Fourth month:** Planning in business, Marketing and Sales Management, setting price, staffing, and methods of attracting investment capital and funds and other business related topics according to the trainees needs.

**Fifth month:** Review goals and strategies in business in order to improve and expand it, choosing correct strategy, identify effective actions to support business improvement and expansion.

**Sixth month:** Group and individual consultancy with the trainer.

### 3.2. Business Skill training, Razavi-Khorasan, Third Round

Pursuant to GFFO project, RI in collaboration with BAFIA and SRS, is implementing business skills training in Mashhad. The training will be based on “training for trainers” method and 62 individuals will take part in third round sessions. They trained 600 Afghan refugees.

## 4. Training Objectives

The third round of Mashhad’s BST was held from 27th to 29th of Jan 2019 in “Ghalam” Cultural and Educational Center. At the end of three days of training, participants should be able to:

- Know and understand different parts of business model.
- Analyze financial issues in a business.
- Know basics of sales management
- Write their own business model



## 5. Training Methodology

The training was completely interactive and based on the active participation of the participants. The learning process was flexible and responded to the specific needs of the participants. Training sessions were a combination of lectures, open discussions, information sharing, sharing of experiences, lectures and teamwork. Participants were also asked to complete various assignments at the end of each day. For example, on the first and second days, the participants worked on different sections of their business model and after analyzing Customer segments, Value proposition, Customer relationship, Channels, Revenue Streams, Key activities, key resources, Key Partners and Cost Structure, the participants completed their business model and presented it on the third day. As a homework, they need to develop their business model in the interval between third and fourth sessions.

Ideas that have been completed in three days:

Group1: Recycling of plastic waste

Group2: Spirulina algae breeding

Group3: Women's Sports Complex

Group4: Website design and support

Group5: Production of artifacts from epoxy

Group6: Production of decorative jewelry

Group7: Production of men's shirts

Group8: Smart toys production

Group9: greenhouse

**Business Model Canvas** is a strategic management and lean startup template for developing new or documenting existing business models. It is a visual chart with elements describing a firm's or product's value proposition, infrastructure, customers, and finances. It assists firms in aligning their activities by illustrating potential trade-offs. Formal descriptions of the business become the building blocks for its activities. Many different business conceptualizations exist; Propose a single reference model based on the similarities of a wide range of business model conceptualizations. With his business model design template, an enterprise can easily describe its business model.

### **Infrastructure**

**Key Activities:** The most important activities in executing a company's value proposition. An example for Bic, the pen manufacturer, would be creating an efficient supply chain to drive down costs.

**Key Resources:** The resources that are necessary to create value for the customer. They are considered assets to a company that are needed to sustain and support the business. These resources could be human, financial, physical and intellectual.

**Partner Network:** In order to optimize operations and reduce risks of a business model, organizations usually cultivate buyer-supplier relationships so they can focus on their core activity. Complementary business alliances also can be considered through joint ventures or strategic alliances between competitors or non-competitors

### **Offering**

**Value Propositions:** The collection of products and services a business offers to meet the needs of its customers. A company's value proposition is what distinguishes it from its competitors. The value proposition provides value through various elements such as newness, performance, customization,



"getting the job done", design, brand/status, price, cost reduction, risk reduction, accessibility, and convenience/usability.

The value propositions may be:

Quantitative – price and efficiency

Qualitative – overall customer experience and outcome.

### **Customers**

- **Customer Segments:** To build an effective business model, a company must identify which customers it tries to serve. Various sets of customers can be segmented based on their different needs and attributes to ensure appropriate implementation of corporate strategy to meet the characteristics of selected groups of clients. The different types of customer segments include:
  - **Mass Market:** There is no specific segmentation for a company that follows the Mass Market element as the organization displays a wide view of potential clients. e.g. Car
  - **Niche Market:** Customer segmentation based on specialized needs and characteristics of its clients. e.g. Rolex
  - **Segmented:** A company applies additional segmentation within existing customer segment. In the segmented situation, the business may further distinguish its clients based on gender, age, and/or income.
  - **Diversify:** A business serves multiple customer segments with different needs and characteristics.
  - **Multi-Sided Platform / Market:** For a smooth day-to-day business operation, some companies will serve mutually dependent customer segments. A credit card company will provide services to credit card holders while simultaneously assisting merchants who accept those credit cards.
- **Channels:** A company can deliver its value proposition to its targeted customers through different channels. Effective channels will distribute a company's value proposition in ways that are fast, efficient and cost-effective. An organization can reach its clients through its own channels (store front), partner channels (major distributors), or a combination of both.
- **Customer Relationships:** To ensure the survival and success of any businesses, companies must identify the type of relationship they want to create with their customer segments. Various forms of customer relationships include:
  - **Personal Assistance:** Assistance in a form of employee-customer interaction. Such assistance is performed during sales and/or after sales.
  - **Dedicated Personal Assistance:** The most intimate and hands-on personal assistance in which a sales representative is assigned to handle all the needs and questions of a special set of clients.
  - **Self Service:** The type of relationship that translates from the indirect interaction between the company and the clients. Here, an organization provides the tools needed for the customers to serve themselves easily and effectively.
  - **Automated Services:** A system similar to self-service but more personalized as it has the ability to identify individual customers and their preferences. An example of this would be Digikala.com making book suggestions based on the characteristics of previous book purchases.
  - **Communities:** Creating a community allows for direct interactions among different clients and the company. The community platform produces a scenario where knowledge can be shared and problems are solved between different clients.
  - **Co-creation:** A personal relationship is created through the customer's direct input to the final outcome of the company's products/services.

### **Finances**



- 
- Cost Structure: This describes the most important monetary consequences while operating under different business models. A company's DOC.
  - Classes of Business Structures:
    - Cost-Driven – This business model focuses on minimizing all costs and having no frills. e.g. Low-cost airlines
    - Value-Driven – Less concerned with cost, this business model focuses on creating value for products and services. e.g. Snap , Shirin asal
  - Characteristics of Cost Structures:
    - Fixed Costs – Costs are unchanged across different applications. e.g. salary, rent
    - Variable Costs – Costs vary depending on the amount of production of goods or services. e.g. music festivals
    - Economies of Scale – Costs go down as the amount of goods are ordered or produced.
    - Economies of Scope – Costs go down due to incorporating other businesses which have a direct relation to the original product.
- Revenue Streams: The way a company makes income from each customer segment. Several ways to generate a revenue stream:
  - Asset Sale – (the most common type) Selling ownership rights to a physical good. e.g. retail corporations
  - Usage Fee – Money generated from the use of a particular service. e.g. Telephone
  - Subscription Fees – Revenue generated by selling access to a continuous service. e.g. Alopeyk
  - Lending/Leasing/Renting – Giving exclusive right to an asset for a particular period of time. e.g. Leasing a Car
  - Licensing – Revenue generated from charging for the use of a protected intellectual property.
  - Brokerage Fees – Revenue generated from an intermediate service between 2 parties. e.g. Broker selling a house for commission
  - Advertising – Revenue generated from charging fees for product advertising.

## 6. Training discussion and procedure

In the first day of the third round of trainings variety of attractive and validated and accredited ideas of the participants was discussed. Interns discussed with trainees about the training content, their reflections as well as plans and objectives prepared during the time between second and third round of trainings. And the results of idea validation were also discussed. In the beginning necessary and relevant explanations about the third round of trainings were provided, then trainees were divided into groups and ten attractive and homogenous ideas were selected to prepare the business canvas.

The third round of trainings is as such that after teaching each part of business canvas, trainees will work in groups to implement their selected business idea on canvas. In the first day the section of clients and recommended value were taught and participants completed their canvas. In the second day subjects such as communication with clients, distribution channels and business income stream and main resources and activities in business were taught after which participants completed their business canvas accordingly. In the third day of training course topics of expenditure structure and pricing of goods and services were taught and participants received



necessary advices from senior trainer on completing their business canvas. In the afternoon of the third day the donors and general managers of Khorasan Razavi BAFIA also visited the program and were present in program execution process and trainees presented their business canvas for them.



Picture 2 Picture 1-Left: Donor visit of Course; Right: The trainees present their business canvas

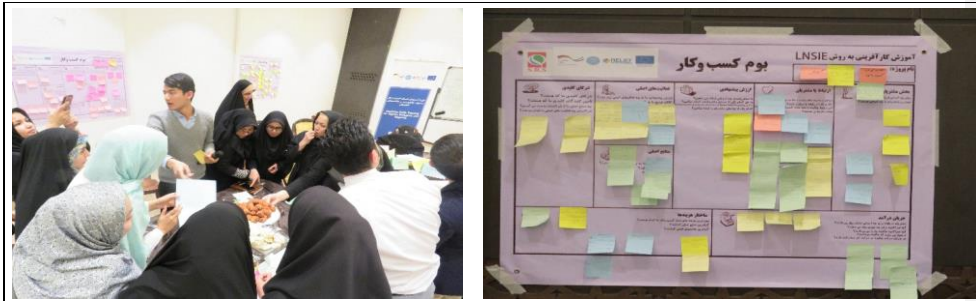
## 7. Training curriculum

Curriculum of three days of the training is listed in Table.2, time table of the training is in Annex.1.

| DAY | TOPIC   | LEARNING OUTCOME  | TRAINEE ACTIVITY  | RESOURCES                                   |
|-----|---|---|---|---|
| 1   | Basics of Business Model Theory<br>Different parts of the business canvas   | Participants learned the concept of the business model and were divided into five groups.<br>The participants implemented a business idea on the business canvas.<br>Participants clearly understood the concept of a business model.           | Business ideas and the validation of the participants' business ideas were discussed.<br>Two parts of business canvas including customers and the value of the proposal were completed. | Power point slides<br>Teamwork<br>free talk |
| 2   | Customer relationship, distribution channels, revenue stream, key activities, key resources of business<br>Key partners<br>Cost structure | Participants learned how to connect with customers, distribution channels, and revenue streams, key business activities, and key resources needed in the business.<br>Participants learned the cost structure and key partners in the business. | The trainees worked on business canvas and completed the business canvas<br>Participants presented their business canvas  | Power point slides<br>Teamwork<br>free talk |
| 3   | key partners and cost structures<br>Sales management and market entry strategy and management skills                                      | Participants learned how to enter to the market and get familiarized with basics of market management skills  | Participants took part in discussion about their experience in market and discussed about the market of the business they worked in group   | Power point slides<br>Teamwork<br>free talk |

Table 2-Curriculum of the third three days of the training





Picture 3-Left: The trainees working on their business model in group; Right: A completed business canvas

### 8. Participant Profile

A total of 62 persons benefitted (Annex.2) from the training; 20 NGOs and 42 afghan Refugee.

### 9. Evaluation and participants' feedback

This report represents the quality of the provided training materials, courses and trainer's methods for the third round of the Business Skills Training and in comparison with the first two rounds of the same trainings in late December, 2018 in Mashhad.

It needs to be noted that 55 people provided feedback on the session in this round, as opposed to 64 who participated in the first and 53 in the second round.

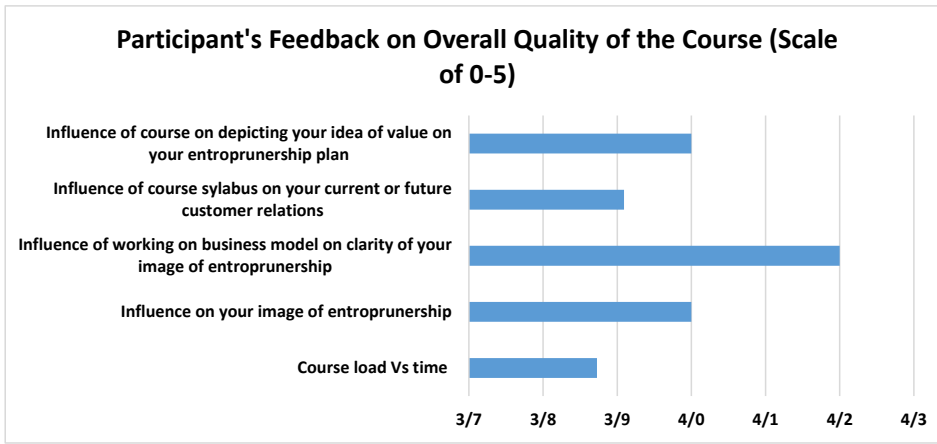


Figure 2-Participants' feedback on effectiveness of the course

As figure 1 shows, all the beneficiaries have been generally satisfied on the subjects provided by the trainer and have rated above 3.8 which also shows an improvement in comparison with the evaluation conducted for the second round (above 3.6) of the Business Skills Training in Mashhad.



The whole improvement on the feedbacks received from the beneficiaries is as a result of a general improvement on their skills, abilities and knowledge which indicates the effectiveness of the BST

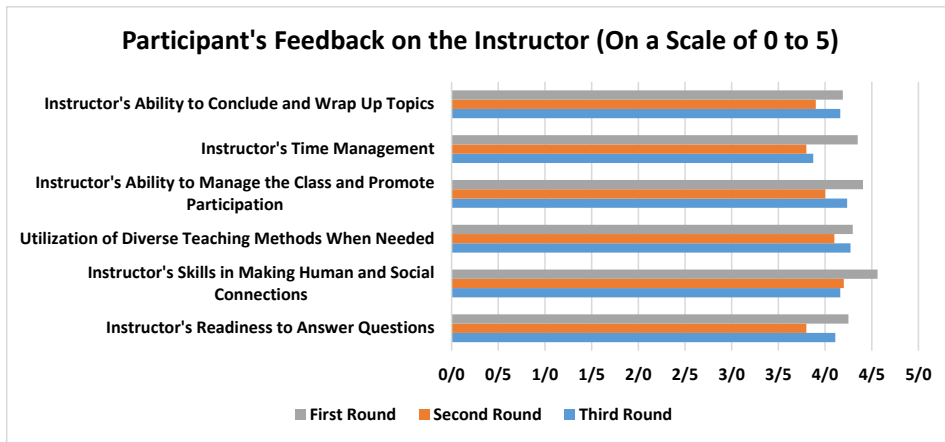


Figure 3-Participants' feedback on Trainer's abilities

Figure 2 illustrates beneficiaries' feedback on trainer's overall training methods. As this figure shows, broad improvement is seen from beneficiaries' feedback on the instructor's approach.

This also shows the fact that the trainer is more adjusted with the community needs for BST and his techniques and plans are better suited for our beneficiaries which resulted in an overall more than 3.5 points in their ratings.

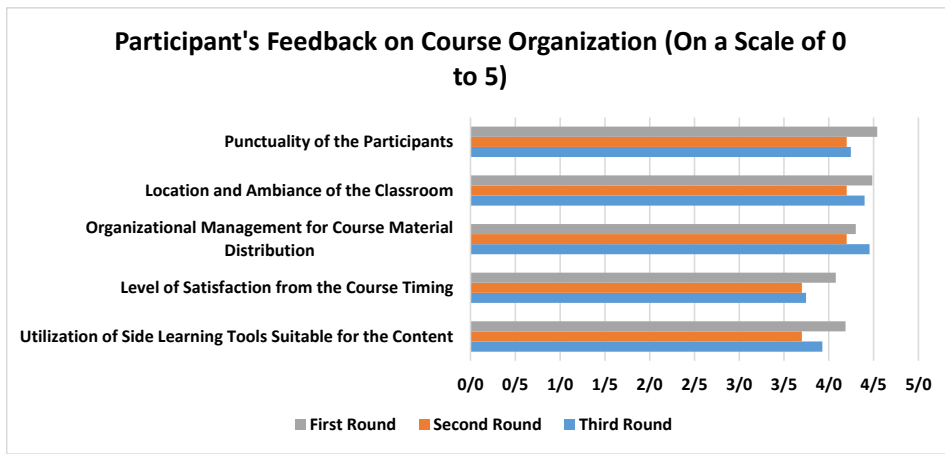


Figure 4-Participants' feedback on course organization

All the participants were generally satisfied with the training materials, timing and the location of the training. (Figure 3)

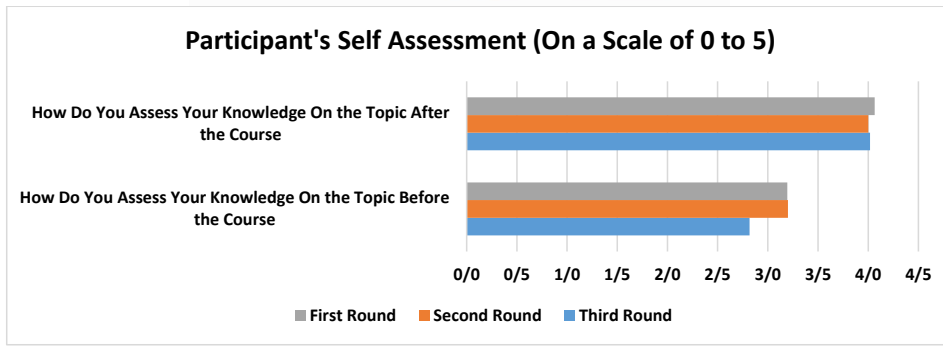


Figure 5-Participants' feedback on participants' self-assessment

Figure 4 illustrates an outstanding improvement on beneficiaries' self-assessment with a 1.5 points increase in their knowledge and skills. As this figure shows, participants' self-assessment on their knowledge on the BST topics before the sessions at this round had a low rating (2.5) and the same participants had rated this survey above 4 points after the end of third round.

This improvement on beneficiaries' self-assessment could be as a result of the training modules which are becoming more professional and technical and this improvement is expected to be seen even more in next rounds of the BSTs.

## 10.Challenges and recommendations

### 10.1. Challenges

- Participants are not interested to have group business.
- Limited financial resources to support ideas
- Participants are not familiar with the competitive environment
- Some business ideas require legal permission
- TVTO's Courses don't meet the professional needs of the participants.
- Most women are employees and hardly accept changes in the lifestyle.
- Uncertainty about the market
- A number of ideas require a ventures Capital.
- With the implementation of ideas on the canvas of the business, expectations have increased

### 10.2. Recommendation

- Participants should search their ideas based on local opportunities
- Participants were encouraged work on group businesses rather than individual ones.
- Capacities and opportunities in Afghanistan should be studied.
- Attention to the markets of Afghanistan
- Establishing a relationship between the participants in Mashhad, Birjand and Tehran to exchange ideas and identify opportunities for each other



- Establishing an exhibition for the sale of Afghan society products in Mashhad
- Regular and close communication with Mashhad-BAFIA
- Regular communication with participants in Mashhad
- Financial support for new or developing businesses



Picture 3- The trainer giving lecture

### 11. Workshop Outcomes:

Since the execution model of business training conducted in Mashhad city is in the form of Training of Trainers (ToT) hence, participants after the ToT course should transfer the knowledge to their learners who are the wider range of immigrant community. In the third round, like the first and second round of training, participants have trained other learners on following subjects; what is business Model Canvas?, Customer Segments, Channels, Customer Relationships, Value propositions, Revenue Streams, Key Activities, Key Resources, Key Partners and cost structure.

In this round of trainings 130 sessions of two hours each was held by 60 trainers and the number of 390 trainees attended in this training course. This training course was conducted by trained trainers and held in the mosques in Golshahr and Tollab neighborhood, in the place of charity organizations and in Iranian and Afghan NGOs of Mashhad city. A number of coaches for the various reasons have not yet completed the third term.

In this training course, participants have validated their idea in the potential market and selected a few ideas. Finally participants from different ideas that got validated during the training course have They performed on a business canvas in a group.

Trainees were very interested in forming working groups which after the third training round, two groups started their business activities.

At the end of the third course, 18 businesses were created.





## Annex1

Time table:

| Business skill training –Step 3 |             |  |
|---------------------------------|-------------|--|
|                                 | Time        | Title  |
| 27 Jan<br>2019                  | 8:30-10     | Introduction on business canvas              |
|                                 | 10-10:15    | Tea break                                    |
|                                 | 10:15-11:45 | Customer segments & value proposition        |
|                                 | 11:45-13    | Lunch & pray break                           |
|                                 | 13-14:30    | Customer Relationships, channels,            |
|                                 | 14:30-15    | Tea break                                    |
|                                 | 15-16:30    | Revenue stream                               |
| 28 Jan<br>2019                  | 8:30-10     | Key resources and key activities in business |
|                                 | 10-10:15    | Tea break                                    |
|                                 | 10:15-11:45 | Key partners                                 |
|                                 | 11:45-13    | Lunch & pray break                           |
|                                 | 13-14:30    | Cost structure                               |
|                                 | 14:30-15    | Tea break                                    |
|                                 | 15-16:30    | Canvas business analysis                     |
| 29 Jan<br>2019                  | 8:30-10     | Canvas business analysis                     |
|                                 | 10-10:15    | Tea break                                    |
|                                 | 10:15-11:45 | Canvas business analysis                     |
|                                 | 11:45-13    | Lunch & pray break                           |
|                                 | 13-14:30    | Sales Management                             |
|                                 | 14:30-15    | Tea break                                    |
|                                 | 15-16:30    | Sales Management                             |



### Annex3

Evaluation form on Third round of Business Skills training in Razavi-Khorasan- Mashahd

| City:                                |   | Province: |       | Date:   |     | Trainer: |  |  |  |  |  |
|--------------------------------------|---|-----------|-------|---------|-----|----------|--|--|--|--|--|
| #                                    | Indicator   | Week      | Score | Perfect | Sum |          |  |  |  |  |  |
| <b>Course Material</b>               |   |           |       |         |     |          |  |  |  |  |  |
| 1                                    | Effectiveness of the topics in career changes   | 1         | 2     | 3       | 4   | 5        |  |  |  |  |  |
| 2                                    | Influence of the courses taught in this round on shaping a general image of your desired business | 1         | 2     | 3       | 4   | 5        |  |  |  |  |  |
| 3                                    | Effects of working of business canvas to make clear the required resources for your business      | 1         | 2     | 3       | 4   | 5        |  |  |  |  |  |
| 4                                    | Effect of the courses on improving your relations with your clients in present or future          | 1         | 2     | 3       | 4   | 5        |  |  |  |  |  |
| 5                                    | Effectiveness of the courses on making the "Value" more important for you in your career          | 1         | 2     | 3       | 4   | 5        |  |  |  |  |  |
| <b>The instructor</b>                |   |           |       |         |     |          |  |  |  |  |  |
| 1                                    | Instructor's ability to conclude and wrap up topics   | 1         | 2     | 3       | 4   | 5        |  |  |  |  |  |
| 2                                    | Instructor's time management  | 1         | 2     | 3       | 4   | 5        |  |  |  |  |  |
| 3                                    | Instructor's ability to manage the class and promote participation                                | 1         | 2     | 3       | 4   | 5        |  |  |  |  |  |
| 4                                    | Utilization of diverse teaching methods when needed   | 1         | 2     | 3       | 4   | 5        |  |  |  |  |  |
| 5                                    | Instructor's skills in making human and social connections  | 1         | 2     | 3       | 4   | 5        |  |  |  |  |  |
| 6                                    | Instructor's readiness to answer questions  | 1         | 2     | 3       | 4   | 5        |  |  |  |  |  |
| <b>Course organization</b>           |   |           |       |         |     |          |  |  |  |  |  |
| 1                                    | Punctuality of the participants   | 1         | 2     | 3       | 4   | 5        |  |  |  |  |  |
| 2                                    | Location and ambiance of the classroom  | 1         | 2     | 3       | 4   | 5        |  |  |  |  |  |
| 3                                    | Organizational management for course material distribution  | 1         | 2     | 3       | 4   | 5        |  |  |  |  |  |
| 4                                    | Level of satisfaction from the course timing  | 1         | 2     | 3       | 4   | 5        |  |  |  |  |  |
| 5                                    | Utilization of side learning tools suitable for the content                                       | 1         | 2     | 3       | 4   | 5        |  |  |  |  |  |
| <b>Participants' self-assessment</b> |   |           |       |         |     |          |  |  |  |  |  |
| 1                                    | How do you assess your knowledge on the topic before the course                                   | 1         | 2     | 3       | 4   | 5        |  |  |  |  |  |
| 2                                    | How do you assess your knowledge on the ?topic after the course                                   | 1         | 2     | 3       | 4   | 5        |  |  |  |  |  |



## TRAINING REPORT

|                          |  |
|--------------------------|--|
| <b>NAME OF TRAINING:</b> | <b>Business skills training- Sixth round</b>                             |
| <b>ORGANIZER</b>         | Iran Relief International organization in cooperation with SRS and BAFIA |
| <b>TRAINER</b>           | Vahid Farhudi  |
| <b>LOCATION:</b>         | Mashhad, Razavi- Khorasan  |
| <b>DATES</b>             | 4-5-6 August 2019  |





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## 15.Acronyms

BAFIA: Bureau for Aliens and Foreign Immigrants' Affairs

BST: Business Skill Training

GFFO: German Federal Foreign Office

PDA: Pars Development Activities

RI: Relief International

SRS: Society for Recovery Support

SWO: State Welfare Organization

TOT: Training Of Trainer



## 16.Executive summary

Funded by GFFO, RI in collaboration with BAFIA and SRS NGO (implementing partners) is conducting Business skills training (BST) in Mashhad. The model is designed for adults and has been tailored for Afghan migrants and refugees residing in Iran. The whole training will last for about six months and contains 144 hours of training and can be conducted either as “Training for Trainers” method (TOT). The Sixth round of the training focuses on Individual counseling and Networking in business. In this course, In addition to reviewing business plans, Participants Learn business networking and they also get advice on their businesses. The trainees need to take part in 3 days, 24 hours of training. The trainees need to take part in 3 days, 24 hours of training. The Sixth round of the training was successfully conducted from 4th to 4th of Aug 2019 and 55 individuals including 19 NGOs and 36 Afghan Refugee were participated. Learning was a combination of lectures, sharing of information, sharing of experiences, lectures and Individual counseling.

They also talked to their trainer about their businesses and provided the necessary advice for business development.

## 17.Introduction

In line with RI organization policies and with purpose of strengthening livelihood access of Afghan migrants and refugees to economic opportunities in Iran, and on return to Afghanistan which is contributing to enhance economic ties and social cohesion with Iranian host communities, RI in cooperation with BAFIA and SRS/PDA (implementing partners) planned to conduct business skill training in different locations including Razavi-Khorasan, South-Khorasan, Tehran, Sistan & Baluchistan and Yazd. This course in Mashhad, method of training for trainers (TOT)<sup>1</sup> Professional training for business coaches to teach the community more immigrants held.

### 11.1. Business Skill training, Razavi-Khorasan, Sixth Round

Pursuant to GFFO project, RI in collaboration with BAFIA and SRS, is implementing business skills training in Mashhad. The training will be based on “training for trainers” method and 55 individuals. They trained 600 Afghan refugees.

## 12.Training Objectives

Aiming to strengthen collaborations and partnerships amongst Afghan refugees and Iranian communities and increasing access to livelihoods opportunities especially for women, youth and persons with disabilities, in partnership with and under BAFIA supervision, Relief International has just started its Sixth business skills training for selected beneficiaries in Mashhad on 4 to 6 Aug . The main objectives of the Sixth round of training was providing consultation for first and second group(TOT) trainees to start or expand their business .

<sup>1</sup> TOT: In this method the participants are expected to pass what they have learnt throughout the training to about 10-20 other individuals.



Followings are a list of the topics that have been presented during the sixth session of the business skills training:

- Networking in Business
- Consulting for the first and direct group of trainees
- Consulting for the second group of trainees who were taught by the first group of the trainees

### 5.Training Methodology

Capacity building methodology across the 3 days were as follows:

- Lecture
- Free discussion
- Information exchange
- Consultation

### 6.Training discussion and procedure

In the first day of the sixth round done a review of the activities and assignments of participants. business networking were also taught. The main objectives of the Second and third days, training was providing beneficiaries consultant for start or expand their business.

### 7.Training curriculum

Curriculum of three days of the training is listed in Table.2, time table of the training is in Annex.1.

| DAY | TOPIC   | LEARNING OUTCOME  | TRAINEE ACTIVITY  | RESOURCES                                       |
|-----|---|---|---|---|
| 1   | A review of the activities and assignments of participants and Networking in Business Business consulting in business | Participants learned Networking in Business<br>Participants also took advice on their own businesses. | Participants talked about Networking in business.<br>Talk about different businesses. | Power point slides<br>free talk<br>consultation |
| 2   | Business consulting to participants   | Participants also took advice on their own businesses.  | Participants talked about different businesses.                                       | free talk<br>consultation                       |
| 3   | This day was providing beneficiaries consultant for start or expand their business.                                   | Get advice  | individual advice   | free talk<br>consultation                       |

Table 3-Curriculum of the Sixth three days of the training



## 8. Participant Profile

Totally 55, 36 women and 19 men, individuals participated in this round of training which 16 participants was from different NGOs. (Annex 1: Attendance sheet)

## 9. Challenges and recommendations

### a. Challenges

- Participants are not interested to have group business.
- Limited financial resources to support ideas
- Some business ideas require legal permission
- TVTO's Courses don't meet the professional needs of the participants.
- With the implementation of ideas on the Business Plan, expectations have increased
- Some ideas require a lot of capital.
- Some of the participants in the teaching need to learn more.

### b. Recommendation

- Participants should search their ideas based on local opportunities
- Capacities and opportunities in Afghanistan should be studied.
- Attention to the markets of Afghanistan
- Establishing a relationship between the participants in Mashhad, Birjand and Zahedan and Tehran to exchange ideas and identify opportunities for each other
- Establishing an Permanent exhibition for the sale of Afghan society products in Mashhad
- Regular communication with the second group participants in Mashhad
- Financial support for new or developing businesses



## Annex1

Time table:

| Date     | Time        | Title  |
|----------|-------------|--|
| 4Aug2019 | 9-10:30     | A review of the activities and assignments of participants |
|          | 10:30-10:45 | Tea break  |
|          | 10:45-12:30 | Networking in Business                                     |
|          | 12:30-13:30 | Lunch & pray break   |
|          | 13:30-14:45 | Networking in Business                                     |
|          | 14:45-15    | Tea break  |
|          | 15-16:30    | Business Development Consultancy                           |
| 5Aug2019 | 8:30-10:30  | Business Development Consultancy                           |
|          | 10:30-10:45 | Tea break  |
|          | 10:45-12:30 | Business Development Consultancy                           |
|          | 12:30-13:30 | Lunch & pray break   |
|          | 13:30-14:45 | Business Development Consultancy                           |
|          | 14:45-15    | Tea break  |
|          | 15-16:30    | Business Development Consultancy                           |
| 6Aug2019 | 8:30-10:30  | Consultation session for the second group of trainees      |
|          | 10:30-10:45 | Tea break  |
|          | 10:45-12:30 | Consultation session for the second group of trainees      |
|          | 12:30-13:30 | Lunch & pray break   |
|          | 13:30-14:45 | Consultation session for the second group of trainees      |
|          | 14:45-15    | Tea break  |
|          | 15-16:30    | Consultation session for the second group of trainees      |

