



Teachers' Education Programs in Afghanistan and Pakistan and Prospects of Collaboration between the two Countries

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Abstract

This study was focused on the Teachers' Education Programs in Afghanistan and Pakistan and Prospects of Collaboration between the Two Countries. It examined the impact of teachers' education programs on the efficiency of teachers in Afghanistan and Pakistan. The Heads, Teachers and students were taken as study sample through convenient sampling techniques. The study sample was including 600 trainee students i.e. 300 male and 300 female students, 60 teachers- 30 male and 30 female and 12 heads of institutions. From each institution 50 students, 5 teachers and one head were selected for data collection. The majority of the study population were not satisfied with the training, program, educational policy and plan in both countries. The study further provided, that Afghanistan is lacking Teachers' Education Programs like B.Ed., M.Ed. and Higher Degrees Programs. So, to improve the Teaching standard and Teachers Education Program, these programs should be also started in Afghanistan.

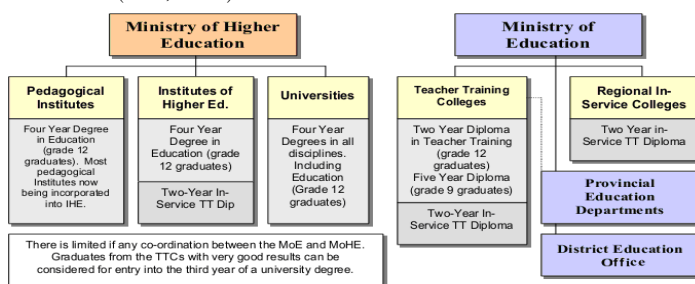
Key Words: Teacher Education, Pakistan, Afghanistan, Collaboration

Introduction

Afghanistan, a war-torn country, suffered huge damages. The country not only lost millions of lives but its infrastructure and institutions were also destroyed. Like other institutions education infrastructure was also destroyed. Wars compelled people to migrate to safer zones. In the struggle for life, education became a secondary priority for young people. Resurfacing the dilapidated infrastructure and restoring educational activities in Afghanistan is a herculean task (Jackson, 2009).

Only 20.5 percent of children in Afghanistan are admitted in schools. Comparing Afghanistan's educational service with its neighboring countries, particularly Pakistan, it is evident that Afghanistan is far behind and requires a lot of work (Islam, 2007). By numbers, Afghanistan has 26 universities (both public and private sector) and nearly 18 Teachers Training Colleges (TTCs) but truly only 6 are active in providing teacher education (Ono; Chikamori; Kita, 2007).

In Teachers Training Schools, teachers are provided with knowledge and training techniques on how to get students' attention and motivate them in studying and learning. The concept of practical training is something new for the education system in Afghanistan. GIZ also provides the curriculum. The curriculum mainly concentrates on didactics, methodology for teaching (especially in the science subjects), and pedagogy. GIZ has trained about 347 male and female trainers. These master trainers, in turn, trained 13,400 teachers in new curriculum (GIZ, 2013).



Source: GIZ, 2016.

Figure 1. Hierarchy of Teachers' Training in Afghanistan

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“Strengthening Teacher Education in Pakistan (STEP)” has been established in association with members of the Government teachers’ education in commission relation to teacher education curriculum and coordination at Federal and Provincial levels. The project is designed to focus logical arrangements and management for improvement in the teacher education system and provide support for developing the capacity to assure quality teacher education (DCTE, 2009).

Besides, strengthening itself through foreign-funded projects, Pakistan also cooperates and collaborates with Afghanistan. The top 5 leading universities of Pakistan have signed Memorandum of Understanding (MoU) with Afghan Universities for the provision of 100 scholarships to Afghan faculty members, thus, enabling them to get benefits from the latest educational practices in Pakistan (Imran, 2011).

For improving academic collaboration, a group of representatives such as Vice-Chancellors, Chancellors and Deans of Nangarhar University (Jalalabad), Kabul University, Herat University and Sheikh Zayed University (Khost) visited Pakistan’s HEC and eight leading Universities of Peshawar, Lahore and Islamabad. To build and enhance a more friendly relationship between Afghanistan and Pakistan the representatives were given ten days’ stay in Pakistan organized by a German foundation Konrad-Adenauer-Stiftung (Staff Report, 2011).

Education in Pakistan

Education in Pakistan is rendered in three types of institutions i.e. Government Institutions, Private Institutions and Religious Institutions.

In government and private sector institutions, the syllabus is almost the same, only the medium of instruction is changing. In government institutions till college level, the medium of instruction is mostly Urdu, which is the national language. At college and university level, the medium of instruction is English. On the other hand, in private sector institutions the medium of instruction throughout is English.

Afghanistan

The education system in Afghanistan has been enormously affected by war, inadequate resources and capacities and lack of strategic plans and management in the last few years.

Afghanistan, a war-torn country has been going through the most turbulent phases of its history for several decades. Now children (both girls and boys) are deprived of education. There is no infrastructure for proper education and the leftover is either destroyed or threatened to be destroyed at the hands of miscreants.

The Afghan Ministry of Education has been dealing with the problems efficiently but a myriad of barriers impedes their progress and growth. Girls are still deprived, threatened and challenged because of the political and socio-economic conditions of the country. The ratio of students in secondary education is very low as compared to primary education. Besides, this lack of interest in formal education the curriculum is not abreast of the latest trends in education which also needs reconsideration.

The infrastructure and other facilities of schools present a very gloomy picture. Only 50% of the total members of schools have building and among which only 26% are sued. A mere 33% of the schools have sanitation and sanitary facilities whereas only 20% of the schools have clean drinking water facilities. There is hardly any Laboratory, library or sports facility. Efforts for publishing new textbooks for primary schools have been made but many of these students are having no textbooks. The deficiency of schools and teachers leads to over-crowded schools in most parts of the country. The teachers need to be trained, given support and supervised. There is a lack of student’s curricular and co-curricular activities and basic life amenities such as health care services and counseling etc.

Children with special concerns and needs are deprived of care and measures that help them to get into education, return to the homeland, and be valuable assets of the community and country. What happens in schools is by far known to parents as they are not involved, engaged and informed of schools’ activities because of absence of formal school advisory and support councils.

Pakistan and Afghanistan ‘Education Plans’

A 10 days visit to Pakistan’s local Universities was planned by a group of heads and professors of different Universities of Afghanistan aiming to explore areas of cooperation. ‘Education diplomacy’ seems to have

increased hopes of improved relationship and achievement of good political grounds between the two nations and reduce tussles raised between Pakistan and Afghanistan. In the post 9/11 scandal both the nations held each other responsible for patronizing terrorists (Staff Report, 2017).

Gholam Osman Hossaini, Chancellor of Herat University in Afghanistan, said:

“We think that knowledge cooperation is the best way to improve collaboration in other areas. The current initiative of education linkages between Afghanistan and Pakistan shall bring people of these two countries closer and would be helpful in alleviating existing mistrust on both sides.”

Pakistan's HEC member, Mukhtar Ahmed mentioned was of the view that universities in the 21st century are more responsible for taking part in developing economy, communities, leaders and not just the student's future.

Kabul University's Chancellor, Professor Hamidullah Amin and Afghan higher education leaders said that regarding the collaboration of university, benefiting from HEC expertise was also hopped as it has been considered to be the major role player in a rapid spread, promotion of higher education in Pakistan.

It has been documented from the *University World News* that Vice-chancellor of Kabul University, Mokamel Alakozai saying.

“During our meeting with Pakistan's HEC we agreed to immediately start fellowships for students and initiate joint research programs with Pakistani universities. And we hope to discover many more areas of mutual cooperation during our visits to different universities.”

Chairman Javed Leghari of HEC said that collaboration program included exchanging faculty program, student exchanges and fellowships, distant joint education programs, joint research, linking institution program, knowledge sharing and skills development in the form of professional courses (Khan, 2011).

Pakistan also stood for the provision of higher education consultancy and other services to Afghanistan, such as curriculum design, learning innovation, reform procedures, University-industry linkages, setting up research repositories and human resource development.

Rationale of the Study

Afghanistan has seen war on its land for several decades resulting in damaging, demolishing, depriving civilians of many important factors that are important for living particularly Education. One of the scholars of Afghanistan undertook the oath of researching and studying the situation of education and training given to teachers. To study the required need it is best to co-relate the current situation of the provision of education by teachers in Afghanistan with that of offered in other countries for proper assessment and steps required to bring improvement. For this purpose, Pakistan being borderline country of Afghanistan was chosen for comparison as Pakistan is also considered to be an underdeveloped country. The study must be very beneficial to Pakistan because it will also enlighten the government of Pakistan on what is happening within her boundaries in the fields of education. For Pakistan, the study will provide data that can be used for improving and working on the requirements further required whereas for Afghanistan it will uncover the situation of education within the country. The study also includes how to break the barriers lying in the roads of education, curriculum, and many other factors that influence education in the country.

Statement of Problem

Afghanistan is a neighboring country of Pakistan and is facing a lot of problems in different fields including teachers' education. In the present study, the topic under investigation is 'Teachers' Education Programs in Afghanistan and Pakistan and Prospects of Collaboration between the Two Countries'.

Collaboration means an act of working jointly. This study will be very helpful in evaluating the collaboration in regard to the present status of teachers' training Programs and their level of efficacy in both countries. The study will also go a long way in enhancing the skills of teachers in regard to their education, curriculum development and planning etc. in Afghanistan and Pakistan.

Objectives of the Study

The objectives of the study were:

1. To examine the Teachers' Education arrangement in Afghanistan.
2. To bring on record the on-going collaboration between Afghanistan and Pakistan in the domain of teachers' education.
3. To explore the teachers' educators' profile in Pakistan and Afghanistan.

Hypotheses

In this study, the following hypothesis will be tested:

1. The educational quality improvement needs are interrelated in both neighboring countries Pakistan and Afghanistan
2. The prospects of quality education are dependent on collaboration and joint ventures between two countries Afghanistan and Pakistan.
3. The educational system in Pakistan and Afghanistan are no more different

Significance of the Study

Afghanistan and Pakistan's education system has been devastated for many years due to sustained conflicts. The continuous unrest and instability of peace push back the educational priority of both countries. The implementation of the education in rural areas and females has been remaining a challenge in Pakistan and Afghanistan. The investment in education sector has not been priorities in both countries due to many other contributing factors. However, the future policy and framework on educational quality development need ground base realistic data for policy-makers. This study is an effort to provide baseline information on the need for educational policy and quality enhancement.

This comparative study will go a long way in the development of teacher's education in Afghanistan. The comparative analysis of the study will enable the teachers and educators of both Afghanistan and Pakistan to mobilize their efforts for the development of attitude and skills among the teacher's students required for the teacher education institutions. This study will be very much helpful for those who design curricula for teachers' training programs. This study will open new avenues to work together for the cause of teachers' education in Pakistan and especially Afghanistan. More than that, the study will be helpful for teachers, educational authorities of both countries to get the maximum benefit from the emerging experiences and expertise of Pakistan in teachers' education that will lead to mutual understanding and trust between the two countries.

Need and Importance of Comparative Education Systems

In order to decide their appropriateness, the Professionals have started advocating TEPs. They correlate it with international standards of teaching and practices. As a reason for the improvement of existing TEPs, education professionals stress on comparative education.

Mohit (2007:49-51) mentions that the current teacher education needs a comparative approach to achieve global excellence in teaching however, it requires lots of boldness to overcome the problems like culture difference, traditional patterns of education, social inequality and teaching etc.

Sodhi (1993: 52-54) while clarifying thoughts of Kandel I.L. known as the inventor of Comparative Educations said that for brilliance in similar training we ought not just to weight on the investigation of a setup, association, organization, techniques, educational programs and instructing but instead go for the causes behind instructive choices and issues of various nations and arrangements attempted in the light of their social and political philosophies. It is never enough to realize that in the broad arrangement of training, the practices are not quite the same as one's own particular instructive framework. Believing in the theory of causation, he documents that important value of comparative approach towards these problems lies in the assessment and evaluation of the causative agents, comparing the differences in systems the reasons responsible, and in the study of the search of solutions.

APIED (1997:29-35), states the need for looking at and investigating instructor training programs on account of various components, viewed as the essential reasons for upgrading proficient TEPs. As we are growing quickly there likewise emerges the need for predictable amendment and illumination of formal TEPs. As desires are developing, it is of critical significance to prepare educators to confront the intricate future parts utilizing complete TEPs. It was noticed that specific elements have an enormous effect on looking at and auditing the necessities of educators in their expert improvement out of which three elements require unique consideration. One is spreading and creating learning, especially mechanical, which is regarded to be an exceptionally extraordinary segment of expert training. The second is the expanding complexities in training frameworks and its hand to hand association with the advancements of the present world. This requires more modern and exhaustive instructions with uncommon preparing abilities and skills amid the training of instructors.

Teacher Education Problems in Pakistan

Foundation for Educational Development (AED) (2006: 18-19), plots the significant issues looked by instructors in Pakistan: hypothetical educator training, absence of responsibility, absence of impetuses, little seek after a vocation track, and deficiency of inspiration. It demonstrates that these broad issues appear to be the consequences of the disappointment of framework (drove by the administration foundations) that had been battling for a long time to serve one of the biggest units of legislative representatives in the nation. The aftereffects of the duplicated number of educator instruction organizations were not assigned to be of elevated requirement and the excellent worldwide endeavors, together with mega 1990's Asian Development Bank's (ADB's) Program of the foundation of PITEs (Provincial Institutes of Teacher Education) to upgrade instructor training establishments moved in an expanded portion of the framework than the improvement of the instruction quality for the future instructors. The unreasonable disposition towards requiring the foundation or the legislature to tackle its issues had not created profitable outcomes, as establishment had been a piece of the issue. Chubb and Moe (2002:34) attest that foundations of various circumstances neglected to take care of issues alone enough and viably on the grounds that they themselves are parts of the issues and winds up plainly unmistakable to be applicable to instructor training circumstance existing in Pakistan.

Meaning of 'Modern Pedagogical Methods' in Afghanistan

The Ministry of Education in its five years National Education Strategic Plan (NESP) estimates the improvement in teaching and in many other aspects of the education system in the country. Among others, MoE (2004) desires that teaching at schools should consolidate the elements of 'modern teaching methods'. MoE further establish other supportive measures such as paperwork and guidelines aiming to define the concepts such as modern pedagogical methods. MoE developed teaching standards in primary schools during 2005.

Teaching standards in Afghanistan are based on the perspective of education and the curriculum of schools. As mentioned in the New Curriculum Framework (2002) that curriculum provisions have a lot of significance and importance in guiding people to the acquisition of developing profound knowledge and proper skills for engagement in quality work.

Since teachers are recognized as the connection between the perception of the curriculum and the students, better performance of a teacher in classroom is essential for the success of Afghanistan's schools. As explained by the Ministry of Education (2003), that the educational quality in Afghanistan has been influenced badly for more than two decades by war and the mandatory employment of many unqualified teachers. Both the academic and the pedagogical dimensions of teacher training have been neglected so far, that necessitates the rendering of a quality curriculum into the daily classroom as a challenge. The *New Curriculum Framework* enhances professional standards in teaching. At the same time, it focuses on student-centered attitude towards curriculum and teaching to prepare citizens for life in modern Afghanistan.

Safi states (2003:191-203) that these standards explain the performance of teachers and read that if teachers follow these standards in the classroom, the quality of education in Afghanistan will be improved. Despite the lack of resources and a dearth of qualified teachers, child-centered curriculum is being proposed.

Introduction

The main purpose of the study is to inspect the Teachers' Education Programs in both Pakistan and Afghanistan and to explore the prospects of collaboration between the two countries. A survey was conducted to get the opinion of the respondents regarding Teachers' Education arrangement and its impact on the efficiency of teachers in Pakistan and Afghanistan. The study was also focused on on-going collaboration between Afghanistan and Pakistan in the domain of teacher's education and to identify gaps and recommend possible strategies for the improvement of Teachers Education in Pakistan and Afghanistan.

Target Population

The study was carried out among the students and teaching professionals of the education sector from different Universities, colleges and institutions of Pakistan and Afghanistan. The respondents were students of education departments, head, chairman, principals, directors and teachers of education departments of different institutions in Peshawar (Pakistan) and Kabul, Jalalabad (Afghanistan).

Sampling

Based on the sampling technique, used in the study Krijice and Morgan (1970:607-610), the sample size of the present study was considered. Based on the population statistics of Pakistan and Afghanistan, availability, time duration a convenient sampling technique was used in this study. A statically calculated sample of 600 students and 60 teaching professionals were selected by the researcher. Among 600 students, 300 male and 300 female and 60 teachers (30 males and 30 females) and 12 heads of Teachers Training Institutions were selected from the target institutions for this study in Afghanistan and Pakistan. From every institute, 50 students, 5 teachers and one head were selected as respondents.

The following institutes were randomly been selected for sampling:

- Institute of Education & Research, University of Peshawar.
- Sarhad University of Science & Information Technology, Peshawar.
- City University, Peshawar and
- Three other affiliated Colleges (both Public and Private) in Peshawar.
- Kabul Education University, Kabul.
- Education Faculty of Nangarhar University, Jalalabad.
- Teacher Training College, Jalalabad.
- Three other affiliated Colleges from Jalalabad City.

Development of Research Instruments

Two data collection tools were used for this study i.e. Interview schedule and Likert scaled questionnaire. Interview schedule made for the head of Teacher Training Institutions consisted of 21 (open-ended) questions designed to know about the personal views of the heads of the Teaching Training Institutions while Likert scale questionnaire consisted of 50 questions. The questions were designed based on the objectives. The question focuses on the Teacher Training status in Pakistan and Afghanistan.

Pilot Testing / Pre-Testing

Based on Bryman's (2012:27) statement, regarding the pre-testing process for making the data collection reliable and authentic the Likert scale was pretested. After pre-testing the questionnaire was purified by extracting the unnecessary questions and questions giving unrealistic results. The Pilot testing helped to purify the questions and filter the relevant questions from the perspective of Pakistan and Afghanistan.

The researcher used a pilot test by applying the rule of thumb. Three interview schedules and five questionnaires were distributed among the respondents. After data collection, all those questions to whom no

response was given by the respondents were considered irrelevant and were extracted from the predesigned questionnaire.

Method in Detail

After taking written consent from the concerned head of the department of educational institute and the respondent data was gathered through administering research questionnaire and interview schedule. The interview was taken from the head of the educational institutions while the questionnaire was used for gathering information from students and teachers. To ensure the collection of accurate and proper data, the researcher personally administered the questionnaire and visited all the institutes and met the respondents personally both in Pakistan and Afghanistan. Heads and teachers were asked to provide suggestions and information for constructing a strategy to tackle the existing problems.

The gathered information and data from the respondents were consisting of six main objectives including different questions. A similar pattern of the questionnaire was used for teachers and students. Following were the objectives of the study included in the questionnaire

Interviews

An open-ended interview was taken of the head of departments of teaching institutions regarding the improvement of quality education, collaborative approach, enhancement of the impact of training programs and future idea for a good education policy in Afghanistan.

Limitation of the Study

The study was limited to the teachers' education and training programs. Therefore, Teachers' Training Institutes of Peshawar, Khyber Pakhtunkhwa, Pakistan and Kabul and Jalalabad Cities of Afghanistan were included in the study area. The short time period and selection of convenient cities was a limitation of the study.

Analysis

Table 1. Gender Distributions of Study Population (Students) With Respect to Region (N=600)

Nationality	Gender		Total N (%)
	Female N (%)	Male N (%)	
Afghanistan (N=300)	150 (50.0%)	150 (50.0%)	300 (50.00)
Pakistan(N=300)	150(50.0%)	150(50.0%)	300(50.00)
Total (N=600)	300 (50.0%)	300 (50.0%)	600 (100.00)

Table 2. Distribution of Study Participants on the Basis of Job Designation (N=600)

Nationality	Designation							Total N (%)
	Others N (%)	Admins N (%)	Lecturers N (%)	Principals N (%)	Shopkeepers N (%)	TGT N (%)	Teachers N (%)	
Afghanistan (N=300)	2 (0.67)	2 (0.67)	6 (2.00)	2 (0.67)	2 (0.67)	0 (0.00)	286 (95.33)	300 (50.00)
Pakistan (N=300)	0 (0.00)	0 (0.00)	2 (0.67)	0 (0.00)	0 (0.00)	9 (3.00)	289 (96.33)	300 (50.00)
Total (N=600)	2 (0.33)	2 (0.33)	8 (1.33)	2 (0.33)	2 (0.33)	9 (1.50)	575 (95.83)	600 (100.00)

Table 3. Distribution of Study Participants on the Basis of Length of Services (N=600)

Experience in Years	Afghanistan (N=300)N(%)	Pakistan (N=300) N(%)	Total (N=600) N(%)
<5 Years	181 (60.33)	141 (47.00)	322 (53.67)

5-10 Years	086 (28.67)	093 (31.00)	179 (29.83)
11-15 Years	020 (6.67)	033 (11.00)	053 (8.83)
16-20 Years	010 (3.33)	021 (7.00)	031 (5.17)
>20 Years	003 (1.00)	012 (4.00)	015 (2.50)
Statistical Results	Mean±SD =8.38±1.56	Mean±SD =9.73±1.73	Mean±SD =9.06±1.65

Table 4. Frequency Distribution of study Population (students) with Respect to Subjects of Teaching (N=600)

Subjects	Afghanistan (N=300)N (%)	Pakistan (N=300) N (%)	Total (N=600) N (%)
Arts	244 (81.33)	199 (66.33)	443 (73.83)
Science	056 (18.67)	097 (32.33)	153 (25.50)
All Subjects	000 (0.00)	004 (1.34)	004 (0.67)
Total	300 (100.00)	300 (100.00)	600 (100.00)
	Chi-Square=5.940		P-Value=0.000

Table 5. Attitude of study Participants for Requirement of Specific exams and Courses for Joining Teaching Profession (N=600)

Nationality	Before joining this profession, you cleared specific exams and courses?					Total
	Strongly Agree N (%)	Agree N (%)	Un-Decided N (%)	Disagree N (%)	Strongly Disagree N (%)	
Afghanistan (N=300)	179 (59.67)	060 (20.00)	14 (4.67)	47 (15.67)	00 (0.00)	300 (50.00)
Pakistan (N=300)	189 (63.00)	062 (20.67)	13 (4.33)	36 (12.00)	00 (0.00)	300 (50.00)
Total	368 (61.33)	122 (20.33)	27 (4.50)	83 (13.83)	00 (0.00)	600 (100)
	Chi-Square=1.799			P-Value=0.615		

Table 6. Attitude of Study Participants Students Toward Attained Training Programs (N=600)

Nationality	You have attended different Training Programs?					Total
	Strongly Agree N (%)	Agree N (%)	Un-Decided N (%)	Disagree N (%)	Strongly Disagree N (%)	
Afghanistan (N=300)	155 (51.67)	074 (24.67)	10 (3.33)	061 (20.33)	00 (0.00)	300 (50.00)
Pakistan (N=300)	168 (56.00)	072 (24.00)	08 (2.67)	052 (17.33)	00 (0.00)	300 (50.00)
Total	323 (53.83)	146 (24.33)	18 (3.00)	113 (18.83)	00 (0.00)	600 (100.00)
	Chi-Square=1.490			P-Value=0.685		

Table 7. Attitude of Study Participants Regarding Appointment of Teachers in Pakistan Only After Doing Specific Courses (N=600)

Nationality	In Pakistan teachers are appointed only after doing specific courses?					Total
	Strongly Agree N (%)	Agree N (%)	Un-Decided N (%)	Disagree N (%)	Strongly Disagree N (%)	
Afghanistan (N=300)	119 (39.67)	074(24.67)	32(10.67)	075(25.00)	00(0.00)	300(50.00)
Pakistan (N=300)	121 (40.33)	066(22.00)	20(6.67)	093(31.00)	00(0.00)	300(50.00)
Total	240(40.00)	140(23.33)	52(8.67)	168(28.00)	00(0.00)	600(100.00)
	Chi-Square=5.172			P-Value=0.160		

Conclusion

The study concludes that teachers in Pakistan and Afghanistan opt for teaching profession by chance rather than by choice. These teachers join the teaching profession as a necessity to make both ends meet. Prerequisite professional qualification is mandatory for an appointment on teaching positions in Pakistan whereas the same professional qualification is not necessary for appointments on teaching positions in Afghanistan. However, teachers in both countries are appointed through proper screening and entrance tests. Therefore, the respondents felt the need for professional training in both countries.

However, every institute does not offer training programs. It was also observed that many teachers were not satisfied with their profession. Teachers' efforts are not mostly acknowledged and appreciated through prizes, awards, certificates or any other incentives. The respondents attended different training programs and refresher courses. Some of them felt a considerable change in their teaching methodologies, students' behaviour and their performance as a result of these training programs. The training and refresher courses were not offered by their host institutions in both Pakistan and Afghanistan.

The respondents felt that the refresher course was not helpful. A very small numbers of teachers were found visiting each other's countries for certificates courses, refresher courses, degrees and teacher's evaluation. Among the respondents none had attended three months, six months, one year or two years trainings during their visit to the neighboring country. Major differences were observed in the teaching methodologies of teacher training programs of both the countries. The training courses attended by the respondents were found unsatisfactory and irrelevant to the subject. The respondents could not see any change and improvement in their teaching methodologies as a result of training programs. Some of the respondents believed that these trainings could be helpful in promotion and improving grades rather than actual classroom activities.

The respondents felt that their students' results did not improve after they attended the training and used the same knowledge in classroom. The colleagues of the respondents who had attended training programs in other countries did not recommend attending the same training. The respondents did not feel the need of going to another country for attending the training. Respondents were not aware of any joint venture(s) regarding teacher training programs between the two countries. Teachers had no knowledge about future plans regarding teachers' training programs between Pakistan and Afghanistan. Pakistani respondents were in favor of training programs but Afghani respondents were not in favor of collaborative programs regarding teacher training between Pakistan and Afghanistan due to some political reasons.

Recommendations

Based on the the conclusion drawn from the study, the following recommendations are extended for the enhancement of Teachers' Education Programs in both Pakistan and Afghanistan:

1. Due to war, Afghanistan has lost most of its infrastructure. So, first of all, the development of infrastructure should be given importance. Proper funds be allocated and utilized for development of infrastructure in Afghanistan.
2. As the conclusion shows that a huge number of teachers want to improve their qualification but due to their weak financial position and lack of budget they fail to do so. Therefore, budget allocated for indigenous and foreign scholarships regarding Teachers Education Programs should be increased.
3. Specialized and professional teachers' education programs such as ADE, B.Ed., M.Ed., M.Phil, and Ph.D. should be commenced in Afghanistan. These programs should be declared as necessary prerequisite for joining teaching professions.
4. As it is discussed in the conclusion that most of the respondents are unaware of the joint venture of Pakistan and Afghanistan regarding Teachers Education. It is suggested that all the institutes should keep their staff and students informed regarding all such opportunities.

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