

Public and private Teacher Training Colleges in Afghanistan

**A Comparative Study of Students' and Teachers' Motivations and Their
Enrolment Procedures in Public and Private TTCs, Kabul**

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ABSTRACT

The primary objective of this study, conducted in Kabul province, is to find out important differences and similarities between public and private Teacher Training Colleges that are operating in 2014 and to find out implications such variations might have for quality of teacher education. Secondary objectives of this study are: a) to explore possible associations between demographic and socio-economic characteristics of student-teachers and the type of Teacher Training Colleges and b) to explore possible association between motivations behind studying in Teacher Training Colleges and the type of Teacher Training Colleges.

This study has targeted directors, lecturers and students from the Teacher Training Colleges. Questionnaires were prepared including items concerning demographic and socio-economic information and thereafter distributed to all three groups. Furthermore, the participants responded about the motivations for students and teachers to enroll in the Teacher Training Colleges. The study will also investigate if eventual differences existed in the enrolment procedures of the students and the recruitment process of the teachers between public and private Teacher Training Colleges.

Based on Ministry of Education's policy implementation this study found more similarities than differences between public and private Teacher Training Colleges. Differences included enrolment of students through advertisement by the private Teacher Training Colleges while public Teacher Training Colleges enrolled students through the university-admission test called *kankor*. The recruitment process of teachers' was the same, at both public and Private Teacher Training Colleges –in which recruited teachers should have minimum 75% average marks at university. The main motives behind teachers' teaching at public and private Teacher Training Colleges were either close distance to their houses or similar cultural environment at Teacher Training Colleges. Likewise, many students at Private Teacher Training Colleges were enrolled because of high quality of education. Meanwhile Public Teacher Training Colleges, students argued that the study facilities in Public Teacher Training Colleges are better, thus they want to continue education at Public Teacher Training Colleges.

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ABBREVIATIONS

1. INSET (In-service Education and Training)
2. MoE (Ministry of Education)
3. MoHE (Ministry of Higher Education)
4. NESP (National Education Strategic Plan)
5. PED (Provincial Education Directorate)
6. PPTTCs (Public and private Teacher Training Colleges)
7. RQ (Research Question)
8. TC (Teacher Certificate)
9. TED (Teacher Education Department)
10. TTCs (Teacher Training Colleges)

INTRODUCTION

Background:

Teacher Training College (TTC) in the Ministry of Education of Afghanistan refers to institutes that offer two-years to graduates of grade 12. The two years program which is basically a teacher preparation program is offered to train teachers for grade one to nine of schools (Samady, 2013). In Afghanistan TTCs' are managed by the Teacher Education Directorate (TED) under Ministry of Education (MoE). TTCs are the main part of the education system of Afghanistan because it trains teachers professionally to have successful teaching and to increase the quality of education (ibid.). When the professional teachers are increased, the quality of education becomes measurable as professional teachers teach well and helps students to improve their capabilities (Schunk, 2011).

In addition, the role of TTCs is to upgrade qualifications of existing teachers from grade 12 to grade 14 and train new professional teachers. TTCs also envision overseeing and supporting district level professional development centers across the country (MoE, 2010).

This study aims to look into the differences and similarities between public and private TTCs regarding teachers' recruitment and students' enrolment procedures, students' perceptions and teachers and students' motives regarding their participations at TTCs. TTC students are enrolled using different procedures. In Public TTCs, the common procedures of enrolment include taking *Kankor* exam, minister or deputy minister's approval, TED Director's agreement, TTC management and/or Provincial Education Directorate's (PED) approval. Kamgar (2003) stated that almost all the students before 2001 enrolled through *Kankor*, which is (an annual exam for those who are graduated from grade 12th and want to continue their higher education). However, the procedure in private TTCs might differ from above. In private TTCs students are enrolled after passing a simple and customized test developed by relevant TTC administration. TTCs are institutions where students are getting trained as professional teachers in a subject-knowledge (Samady, 2013). For this purpose the Teacher Education Department (TED) is committed to the improvement of Afghanistan's educational system. The aim of TED is to establish sustainable programs to increase professional and competent teachers in all over the country (Mansory, 2012). In this case, the (MoE) of Afghanistan design programs to improve the quality of teaching, through these programs teachers get familiar with teaching methods and the content of curriculum, like In-service Education and Trainings (INSETs) program (MoE 2010-2014). To ensure the quality of teacher training programs, the quality control procedure will be developed by the private sector and its quality and progress will be measured by the MoE (2010-2014). Private TTCs have new experience in the country and has a long way ahead. However, the teacher training program is considered complementary to the public teacher education and is expected to address the need for more qualified teachers across the country.

Since last decade, In Afghanistan the number of private TTCs is successively increasing meanwhile students' number is decreasing because students do not want to attend TTCs (even not the Public ones) since few students find the teachers' job as an attractive career (Mansory, 2012).

In addition to the above mentioned, Private TTCs charge fee to students. However on the opposite side there are very limited job opportunities available so teacher education could be an opportunity to get a job. In this study, the motives behind students' participation at TTCs are discussed.

In Afghanistan there are 101 TTC, out of these 53 are private and 48 are public, the private TTCs ratio is 11:9. The distribution of public respectively private TTCs in the various districts of Afghanistan is shown in Figure 1.

Figure1: No. of Public and Private TTCs in the different regions of Afghanistan

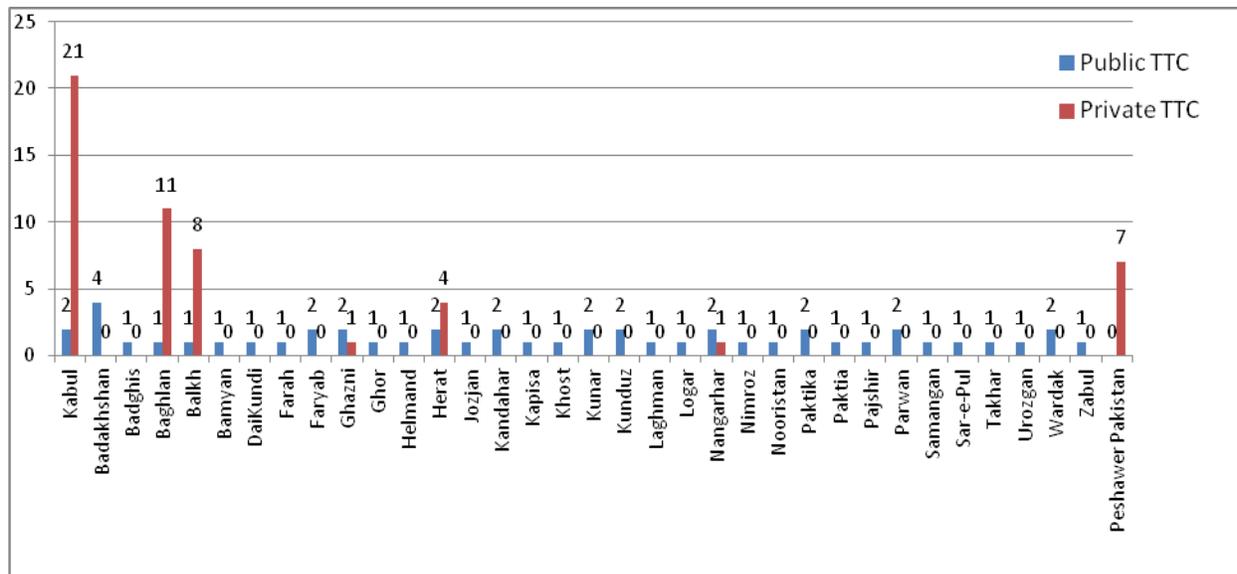


Figure 1 show that every province in Afghanistan has either one or more public TTCs but private TTCs are only functioning in six provinces of the country (Kabul, Baghlan, Balkh, Ghazni, Herat, Ningarhar).

Problem Area

TTCs are institutions that have the mandate of training new teachers and upgrading in-service teachers through a two-year program. Mansory, (2012) stated that the public and private TTCs have improved their performance both in quality and quantity, but it is claimed that the private TTCs are established to make profits and distribute the 14th grade diploma against money. In line with that Samady (2013) says that the quality of graduates from this program is considered low. Among many factors for the poor outcomes may be lack of motivation as well as basic skills; because those admitted to TTCs through *Kankor* are the ones with lowest marks who may not even be interested in having teaching as a career. In addition to that, it is commonly believed that the activities of public and private TTCs are not equal all over the country, even though it is often said that the management of private TTCs are better than public, though this has not been found in research (Karlsson & Mansory, 2004).

On the other hand, the number of public and private TTCs is dramatically increasing,

however the number of students decreasing because of job limitations and low qualifications. Every year, many students are graduated from TTCs, while MoE is not able to hire all of them in schools as teachers, so what will be the future of graduates?

The public and private TTCs' use related enrolment procedure of the students and recruitment procedure of the teachers that are developed by the MoE. However the problem is the implementation of these recruitment procedures in public and private TTCs. What is the teachers' qualification and income opportunities to teach in public and private TTCs? What are the motives behind students' and teachers' decisions to study at TTCs? These questions are investigated through studies and enquiries about public and private TTCs.

Aim

The main objective of this study is to determine important differences and similarities between public and private TTCs in terms of teacher and student demographic and socio-economic characteristics, the recruitment and enrolment procedures and the motive of students in admitting to public and private TTCs.

Research Questions

1. What are the differences and similarities between the enrolment procedures of the students and teachers between public and private TTCs regarding procedures, gender and motivation?
2. What are the differences and similarities between directors, teachers and students' background, and opinion about their motivations to attend to TTCs when comparing public and private TTCs?

LITERATURE REVIEW

According to the Afghanistan National Education Strategic Plan (NESP II) there were 42 Public TTCs, but now this number has reached to 48 and that was the target for 2014, whereas private TTCs establishment was approved by MoE without the further details on numbers (Samady 2013). The following contents will summarize some important literature about public and private TTCs.

Public and Private TTCs in Afghanistan

The history of Teacher Training Colleges (TTCs) in Afghanistan goes back to the era of Amir Habibullah Khan. The first Kabul TTC was established in 1913. In 1922 another TTC was established in Kabul, while the students of this TTC were the primary school teacher graduates. In 1964 another two TTCs were established, the first one was *Darul-MalimeenUali* (High level TTC) and nowadays it is called Sayed Jamalodin Afghan TTC. The second one was Teacher Training Academy to train TTCs' teachers, but they did not hire teachers through an established procedure, also the procedure for students' enrolments was not clear, however those who were graduated from grade seven could continue their lessons at the TTCs (Kamgar, 2003).

Before 2001 female teachers and students did not have access to the academy, because at that time the country's laws did not permit female to enrol and there were only four Teacher Training Colleges (TTCs) in all over Afghanistan with a total of 190 male students and 50 male lecturers (Samady, 2013). It seems that before 2001 there were no suitable procedures for enrolment of students as well as teachers. After the new government took power, procedures were developed by MoE, but it also had defects. As an example MoE successively increased the number of TTCs and has extended the range of TTCs to the whole of Afghanistan and the number of graduates became doubled in 2008 (ibid.), but the deficiency is that they could not hire all the graduates as teachers. In 2013, the number of graduates is above one hundred thousand, while only 16156 of them are hired as teachers.

In Afghanistan the purposes of establishing new TTCs were to train professional teachers in order to teach in schools in a professional manner. These entire attempts were made to increase the enrolment of students in schools especially for girls. This purpose was to be applied by TED with pre-and in-services programs. Ministry of Education has encouraged the private education sector-in 2004 first private TTC was established in Afghanistan and started pre-as well as in-service teacher training (Adick et al, 2011). As noted by the steering documents of Teacher Education Department (TED) TTCs (both public and private) must teach pre-and in-service programs separately. However the private TTCs often taught both pre-and in-services all together (Mansory, 2012). Pre-and in-service programs are for teachers to get professional knowledge, but in-services teacher training focuses on subject-matter and pre-service is more focused on overall educational knowledge in addition to subject matter (Ergul et al, 2013), but Twomey, (2002) claimed that pre-service teacher training is only for increasing knowledge (subject-matter). Where, the Afghanistan TTCs' curricula mainly included subject knowledge, it means that per week only three hours out of 40 teaching hours are devoted for *education, psychology, and teaching methods* (Karlsson and Mansory, 2007).

Unfortunately, there is no established procedure for enrolment of those who want to enroll at TTCs and graduated from the grade 12 when they failed in *Kankor* exam. Thus those who want to enroll at TTCs without *Kankor* exam; the MoE Minister's approval is needed. Mansory, (2012) stated that those who cannot continue or cannot find way to universities; they choose TTCs as their last choice. As a result unqualified people are often admitted to TTCs. At the same time NESP II, stated that, through the *Kankor* those who get the lowest mark are admitted into TTCs as teaching is not an attractive job. In order to counteract this development the government of Afghanistan has implemented the new "Pay and Grade" system where the salary of teachers will be adequate to some extent and with the implementation of this system teachers can part time job with other organizations (Government of Afghanistan, 2013). It seems that, for those who graduated from TTCs, teaching was not an attractive job and some of them are compelled to continue their job as teachers.

In the next section I will compare the private education sector policy approval with public in Afghanistan's higher education system; also some comparisons with neighboring countries will be made.

Regional Comparison of Public and Private Education

Karlsson and Mansory (2004) have identified arguments for why private education could be needed: a) the demand for education exceed the education supplement by public sector, so private sector is introduced in order to facilitate the education for people; b) the quality of education which has brought forwarded by public institutions is not acceptable, c) geographical differences in education sector exist because of the lack of resources in the public sector. It is a high demand for the education of the Private sector because the private education institutes use developed and modern technology (Samady, 2013). However Karlsson and Mansory (2004) claim that the researches did not show that the private sector is a better provider of education than the public. On the other hand the private education sectors have strong advertisement through media. At the same time Mansory (2012) has stated that in the last decade the world public education systems have been developed in both quantity and quality dimensions. Private sectors persuaded students to admit into the private education. Banners, billboards, television spots, and radio advertisement promised an "open educational environment," "library and well-equipped lab," and "debate and thought exchange programs" (Royee, 2011). In Afghanistan, private sectors have tried to attract the attention of students to their institutes; in spite of lots of expenses on advertisement, some private institutes have absorbed few women from the Ministry of Women Affairs (MOWA) without fee (Mansory, 2012).

Normally those who want to become a teacher have to receive training about teaching skills. According to Shahmohammadi (2012), teacher education has the means of education system planning and played a vital role between the national institutions of higher knowledge and the public one. At the same time Abednia, (2012) stated, teacher education purposes "was to develop critical thinking by presenting the student teachers' situation to them as a problem" and added that acquisition of teaching skills is the secondary goals of teacher education and the content of as such achievement is subject to creative action (p. 707). In the neighboring country of Afghanistan, the

country of Iran, at public education institutions teachers certificate (TC) is required to be employed as teachers. While ensuring the quality of teacher training centers is the responsibility of MoE of Iran and teachers admitted in in-service teacher trainings (Shahmohammadi, 2012). However, the private education sector did not follow the same process as the public have. Instead the employment is based on personal relationships/networks in private education sectors. If the hiring procedure of private sector is based on personal relationships, it results in the hiring of unqualified people and the quality of education will be influenced negatively.

According to the Ministry of Education of Pakistan (yet another neighboring country to Afghanistan), (2002) the teachers training is the responsibility of MoE and teachers trained under specific pre-and in-service programs. Neither in the pre- nor in-service programs has teachers built their content and subject knowledge. However, both in-and pre-service programs were designed as per teachers' demands but the quality of curriculum has been considered low quality. In addition to that, many teachers who did not have certificates- wanted to attend the TTCs for getting the certificate (UNESCO, 2006). However the curriculum of Pakistan TTCs is the national curriculum, which has been developed by the MoE. Furthermore, the Pakistan MoE stated that the public and private partnership is mostly demanded in the education sector in order to extend access to education to all the illiterate population of Pakistan especially to rural areas. Only the pre- and in-service training programs are not enough to train professional teachers and it is not clear which materials are taught at the national curriculum of Pakistan (ibid.).

Tajikistan is one of the developing countries like Afghanistan; because of low investment in the private education sectors the public and private partnership is weak in the field of education sector (Government of Tajikistan, 2006). Thus, In Tajikistan the private sectors have not been developed yet. According to the Tajikistan Ministry of Education (2005) privatization in education is the big problem regarding the fee for the beneficiaries, while some investment in private education sectors has occurred. In Tajikistan the private institutions have been established and they continue their activities based on public education sectors' certification (ibid.).

In conclusion, the private sector follows the same procedure in Tajikistan and Afghanistan where MoE(s) have took lead for both parties' (public and private) policy and procedural documents- which was different in Iran, so in Iran the policy which has heralded by government has not been followed by the private sector. In Pakistan the government wanted to have partnership of public and private sectors and for increasing students' enrolment the government has involved the private education sector to establish teacher training centers, while central and provincial government has supervised the quality, quantity and financial status of the private sector (UNESCO, 2006).

Perception about Public and Private TTCs in Afghanistan

Private TTCs are generally expected to have higher quality and face higher demand. However, in Afghanistan the demand of private TTCs are very low. Even some private TTCs have not been able to find students to enroll with the monthly fee between 800-2000Afg. Provided many teachers are recruited by private TTCs yet again the teaching quality was not standard because most of the private TTCs' teachers were hired through contract, remuneration or on temporary bases. Some of

the private TTCs' proprietors have no consultation with Teacher Education Department (TED) in order to give them session for improving (Mansory, 2012), which is another factor for low quality. Except Islah private TTCs the remaining private TTCs have not followed the (TED) quality control procedure while currently MoE policy has shown that, all the private education sectors will follow the same procedure as the public have been following (Adick et al, 2011). If private TTCs did not follow the same rule and regulation as public following, the capacity of teachers could be decreased and following of these rules help government to achieve the goals which is to increase the enrollment of female students in schools. In addition, some private TTCs have only been established for distribution of certificates while receiving money, and some of them have no appropriate teaching environment and many of the private institutes have taught their students in private houses where the environment has not been suitable for teaching (Mansory, 2012).

Many of the private TTCs in Afghanistan are located in urban areas. About half of the total of private TTCs is located in the Kabul city. Although the MoE of Afghanistan policy has been to encourage the private education sector including establishing private TTCs to obtain private sector's contribution in education, but in fact the contribution become less (Adick et al, 2011). Moreover the numbers of private TTCs have not been equally distributed, e.g. a majority of private TTCs are located in Kabul and Baghlan province and then in the Afghan refugee camps in Peshawar, Pakistan respectively. However according to the MoEs' private education policy private TTCs should also be established in all provinces equally

Lecturers and Teaching in Public and Private TTCs

"75% marks" is the rule to be hired as teacher according to the TED procedure for recruitment. Those who have gained his/her university marks up to 75% could be nominated to the vacant positions of the TTCs; otherwise it is illegal to be hired as teachers at TTCs. According to the new procedure which has been ahead as a decree by the government of Afghanistan: 12 grade graduated students cannot be employed as teachers in all the cities of the provinces as they are not professional teachers. Overall, those who wanted to be hired as a teacher, have to pass a special exam to participate in pre- or in-service teacher training program to get certificate and become a teachers (Shahmohammadi, 2012). Professionalism and subject knowledge is very important for teachers, thus, teacher education plays important role in the professional development stage of the students (Izadinia, 2012). On the basis of the two mentioned points this decree is followed only in Kabul city but not in all the other cities of the country, because in some provinces there are not enough 12 grade teachers to teach in schools. The number of professional and non-professional teachers is higher in Kabul but there are not enough positions for all of them to be hired as teachers. The ratio of teachers in Kabul private TTCs against students is 1:10. It means there is a single teacher per ten students, so the quality of teaching could be better in private TTCs, whereas majority of teachers have been taught as remunerations and most teachers have weekly responsibility of teaching, thus the quality of teaching could not be measurable (Mansory, 2012).

Students' Participation at Public and Private TTCs

In Afghanistan, to all the higher education institutes, students have regularly enrolled through *Kankor*, but the enrolment procedure is different for 14th grade institutes (a two year diploma courses after high school mainly providing technical and vocational education and teacher education) to TTCs. At TTC level, students can be admitted by the approval of the MoE minister, deputy minister, and even by TED management, but, it would be very difficult to judge the enrolment of the students, whether students want to be enrolled in public or in Private TTCs, (Mansory, 2012). Government of Afghanistan (2013) stated that provincial and district directorate of education has also decided upon school teachers to be enrolled at satellite TTCs in in-service teacher training programs.

In order to enroll students to TTCs, the government of Afghanistan established a joint committee between MoE and Ministry of Higher Education (MoHE) to review the *kankor* result and introduce students to TTCs in their home provinces based on district and province's needs, at the mean time Mansory, (2012) stated that those who have failed in *Kankor* exam and have not continued their higher education, have to continue their education in TTCs. The majority of Private TTCs' students have admitted that they were only following their education to find the 14th grade license to be able to continue their higher education (ibid.). In Afghanistan, only those with lower marks in *Kankor*, who cannot make it to other faculties, will be admitted to TTCs. This means that people who are not qualified enough will find way to TTCs, where the mandate of TTCs is to train professional teachers and students' enrolment will be increased.

METHODOLOGY

This study was conducted in Kabul province in August, 2014- targeting 6 public and 6 private TTCs. The quantitative data was collected from concerned individuals and institutions, and hence a quantitative method was used. The quantitative methods include figures and give a more general description then using qualitative approaches. In addition to that, quantitative research methods can be construed as a research strategy that emphasizes quantification in the collection and analysis of data (Bryman, 2012).

The data was collected through distributing a questionnaire the TED “questionnaire” which was developed and used in 2012 for studying private TTC (Mansory, 2012). The data collection tool i.e. questionnaire was piloted and necessary changes were made. I had to remove some questions as they were not related to my Research Questions and also had to edit other questions to make them suitable to the teachers’ circumstances as well as the problem area. After the questionnaire was finalized, it was translated into national languages of Afghanistan (Pashto and Dari). The questionnaire is available in the annex A. The questionnaire was distributed to 48 TTCs teachers, 12 headmasters, and 48 students of 6 public and 6 private TTCs. The distribution was equal between the public and private TTCs; it means that 50 respondents from public and 50 respondents were selected from private TTCs were selected. As in Kabul province, there were two main public TTCs, 19 (TED) run satellite TTCs and 21 private TTCs. I selected my sample on random basis in each group respectively (public and private), except two in the public sample. Since there are two main public TTCs in Kabul city I decided to select these two in order to be able to make more general claims of the results.

The data was collated and inserted into an excel sheet and the questionnaires were coded to be prepared for analyses. In order to understand the main findings, the questions were sorted according to my aim and research questions. The findings were explained with the help of graphs and then analysed.

Limitations of the Study

There were several factors that limited the study, when distributing the questionnaires and collected the data. I had the official letter signed by the deputy minister of (MoE). First, many of the private TTCs respondents thought that my research and questionnaires distribution to them is the assessment for their TTCs, so many private TTCs directors did not let me meet them or they easily said “I do not have time to meet you I am sorry”. Two out of six private TTCs respondents “lost the questionnaire” and they did not put me in touch with me. However, I distributed the questionnaire once again and they then filled the questionnaire in a face to face meeting.

Another limitation of my study was that some data which I expected to be included in the study was missing e.g. in part two of the questionnaire, question number 7 (If you follow MoE curriculum, please write if you teach something other beside your subject) was almost left blank, many respondent didn’t replied to this question. Out of 48 respondents only three responded, the reason may either be the confusion in understanding the question or they do not teach extra materials. Some respondents left few questions blanked, which to some extent limited the analysis stage.

FINDINGS

In this chapter, the main findings of the research conducted on the differences and similarities between public and private TTCs in Kabul are presented below.

Public and private TTCs Background

As it was noticed during the study, the lesson materials and curricula was the same in both public and private TTCs. Many private TTCs have written that “we bring lesson materials from public TTCs”. There were no extra subject or any activities neither in private nor in public TTCs; even many TTCs have left blanked the question number 7 of the study questionnaire, which was formulated for extra materials.

Furthermore, the monthly fee in private TTCs was in the range of 1000 to 2000AFN, and all the 6 private TTCs had experimental schools¹ while only 2 out of 6 public TTCs have experimental school.

Directors’ Background

The ratio of the female directors was 1:3 at public TTCs, while at private TTCs there were no any female directors.

Directors’ qualification was higher in private TTCs compare to the public TTCs, it was found in the study that 2 out of 6 private TTCs directors had master degrees, while in public TTCs there was none of the director with master degree. In addition to that the management experience of the private TTCs’ directors was also higher than the public TTCs. The public TTCs directors’ management experience was 5 years at average, while it was 9 years at private TTCs and the maximum experiences at private TTCs were 38 years but it was 8 years at public TTCs.

Most of the private TTC directors have second job, it was found that 4 private TTCs directors had second paid job, but in public TTCs most of the directors (5 directors out of 6) did not have second job. In general, 5 of the directors both in public and private TTCs had second paid jobs and 7 of the directors had no second job.

Furthermore, in public TTCs 5 of the directors have been hired permanently, while only one of the directors was hired based on remuneration and there was none of the director hired by contracts or temporary. Whereas, it was found that at private TTCs 2 of the directors were permanently hired, 2 by contract base and 2 were haired in other categories - the directors own the institutes.

The salary payment was the same in both public and private TTCs. 5 of the 6 directors of private TTCs and 5 out of 6 of the public TTCs have received their salary on monthly bases and one out of 6 received their salary by hours’ base.

Student Enrolment Procedure

Table 1 illustrates that the enrolment procedures and the percentage was calculated as per the data obtained through questionnaire.

¹ Experimental schools are the schools where the last semester TTCs students are teaching practically in the classes

Table 1: Students' Enrolment Procedure in Public and private TTCs

Position	Students' Enrolment procedure	
	By <i>Kankor</i> %	By advertisement %
Private TTCs	0	100
	20	80
	0	100
	0	100
	0	100
	0	100
Average	3	97
Public TTCs	0	100
	0	0
	80	20
	30	70
	0	100
	0	100
Average	22	78
Average total	13	87

Table 1 indicates that most of the enrolment procedures were followed through advertisement. It seems that the TTCs enrolled many students through their institutional enrolment procedures (advertisement). Only 13% of the students have enrolled through *kankor* and 87% enrollment is decided through TTCs directly. Whereas, in private TTCs 3% of the students enrolled by *kankor* and 97% enrolled through institutional advertisement, on the other hand, in public TTCs 22% students enrolled by *kankor* and 78% enrolled through TTCs management directly.

Table 2: Students Enrolment and Graduated Population in Public and private TTCs

Position	Enrolment					Graduated				
	Total	Male		Female		Total	Male		Female	
	#	#	%	#	%	#	#	%	#	%
Private	657	76	12	581	88	445	35	8	410	92
Public	4830	1205	25	3625	75	3940	969	25	2971	75
Total	5487	1281	23	4206	77	4385	1004	23	3381	77

Table 2 illustrated that the number of female students is higher than the male students. About 77% female students are enrolled per year, where only 23% of the TTCs students were male. In private TTCs, 88% female students and 12% male students have been enrolled annually. Also, during the graduation period in both Public and Private TTCs, 77% graduated students was female while only 23% was male, because the male student dropout was higher than girls (4% male students'

dropout). In Public TTCs 75% female and 25% male students that enrolled successfully completed their classes. Around 92% female and 8% male students that enrolled successfully completed their education at in private TTC.

Table 3: Public and private TTCs Students' Circumstances

Position	Who are the students of the TTCs			What type of government workers		
	Government worker %	Those who fail in <i>Kankor</i> %	common people %	Schools' teacher %	adult government workers %	other %
Private	4	72	24	23	0	72
Public	62	22	16	80	5	15
Total/average	33	47	20	52	3	44

Table 3 shows that most of the public and private TTCs students are those who are failed in *kankor*, 47% in both public and private TTCs. In private TTCs, 4% students were government workers, 72% those who failed in *kankor*, and 24% common people (jobless graduated of grade 12 could be even over age). Whereas, in Public TTCs, 62% students were government workers, 22% those who failed in *kankor* and 16% were common people.

At the same time, in both TTCs, majority of the TTC students (52%) were school teachers, 3% were government workers and 44% students were in “other” category². In Public TTCs, 80% students were school teachers while in Private only 23% students were school teachers.

²In the questionnaire many respondents have written that “we are private school teachers”.

TTCs' Directors Views about Students

The table below shows TTCs directors' views about students' motives behind their participation at public and private TTCs.

Table 4: Directors Views' on Students' Motives about Enrolment in PPTTCs

Options	Which stimulus are causing students to participant at TTCs					
	Private TTCs		Public TTCs		Total	
	#	%	#	%	#	%
Near distance	4	67	2	33	6	50
easy enrolment procedure	0	0	1	17	1	8
easy education circumstances	1	17	0	0	1	8
easy passing	0	0	0	0	0	0
fair chance of study	0	0	1	17	1	8
high level of education than others	1	17	0	0	1	8
for distributing 14th grad diploma	0	0	1	17	1	8
cultural circumstances	0	0	1	17	1	8
religious, political and national interest and relations	0	0	0	0	0	0
Total Vote	6	100	6	100	12	100

According to the TTCs directors, none of the students have enrolled through easy passing admission exam, in addition, there are no students who have enrolled based on religious, political and national prejudice. However, 50% of the students were enrolled in TTCs because of close distance, where 67% was in private and 33% in public TTCs. As it is shows in the table 4 the rest of the motives of questionnaire were equal in both TTCs.

Students Family Precedents in Public and Private TTCs

According to both TTCs directors, educated and uneducated families were interested to send their family members to the TTCs. It was claimed that 33% of the TTC participants' families were educated while none of the respondent marked that their families were uneducated. In addition, 67% of the respondents marked the option "both³" in the questionnaire. There were no rich families to send family members to both TTCs, 67% of the students were middle class families at public and 83% of the students were from middle class families in private TTCs. 67% of the students were from urban families in private TTCs while it was only 4% at public TTCs. In addition, according to the directors in both TTCs there were 83% families from both rural and urban areas.

³ Educated and Uneducated

Lecturers in Public and Private TTCs

There were more male teachers compared to female. The total numbers of the teachers in 12 selected TTCs (both public and private) were 48, while 26 were male and 22 were female teachers. There were more female teachers in private TTCs compare to public TTCs. It was also found that the private TTCs' teachers were younger than public TTCs. The average age in private TTCs were 30 years while it was 31 at public TTCs; the age mode in public TTCs was 27 whereas it was 26 in private TTCs, but the maximum age of the teachers in private TTCs was 63 as it was 52 in the public TTCs. The below table indicates the experiences and qualification of teachers at public and private TTCs.

Table 5: Teachers Qualification and Teaching Experiences

Position	Total	Teachers' Qualification								Experiences (Years)			
		14 grade	%	Bachelor	%	Master	%	P.H.D	%	1-4	%	5-8	%
Private	24	0	0	22	92	2	8	0	0	17	71	6	25
Public	24	0	0	24	100	0	0	0	0	7	29	17	71
Total	48	0	0	46	96	2	4	0	0	24	50	23	48

The teachers' qualifications in both public and private TTCs were almost the same, but there were 2 teachers in private TTCs with master degrees. About 96% of the teachers of the both TTCs were bachelor and 4% have master degrees. 8% of the teachers in private TTCs have master degree while none of the teacher had master degree in public TTCs. None of the teachers had a PhD degree and none of the teachers were graduated from grade 14th.

According to the results in table5, there was a clear difference in teaching experience in both TTCs' teachers. 71% of the private TTCs' teachers had one to four years experiences, while it was 29% of the public TTCs teachers that had five to eight years of teaching experiences.

Table 6: Public and private TTCs' Teachers' Recruitment Assumption

Options	Type of recruitment					
	private TTCs	%	Public TTCs	%	Total	%
Permanent	9	39	11	46	20	43
By contract	7	30	3	13	10	21
Temporary	2	9	0	0	2	4
Remuneration	5	22	10	42	15	32
Total votes	23	100	24	100	47	100

Table 6 shows that 43% of teachers were hired permanently in both TTCs and only 4% were hired temporarily. 46% of the teachers in public TTCs were hired as permanent while 39% of the

teachers at private TTCs were hired permanently. There was no temporary teacher hired in public TTCs while there were 9% of the temporary teachers in private TTCs. The numbers of remuneration teachers were 32% in both TTCs, out of this percentage 22% of the teachers in private and 42% in public TTCs have taught as remuneration. It is mentionable that those who have worked without permanent positions receive salaries by hours and all permanent teachers receive their salaries on monthly bases.

Table 7: Public and private TTC Teachers’ Recruitment Procedure

Positions	Total teachers	Average mark at university						Do you hired as per TED procedure			
		more than 75%		75%		less than 75%		Yes		No	
		#	%	#	%	#	%	#	%	#	%
Private TTCs	24	20	83	3	13	0	0	22	92	2	8
Public TTCs	24	16	67	7	29	1	4	24	100	0	0

Table 7 indicates that in private TTCs 93% of the teachers were overqualified, while this percentage was 67% in public TTCs. There were 13% of the teachers that were qualified in private TTCs whereas it was 29% in public TTCs and none of the hired teacher was unqualified in private TTCs but one teacher in public TTCs was under qualified. Furthermore, it was found during the study that 8% of the teachers were not hired as per TED recruitment procedures in both TTCs, while 92% of the teachers have hired as per TED recruitment procedure in private TTCs, at the same time as in public TTCs 100% of the teachers have been hired as per TED teachers’ recruitment procedure.

Table 8: Teachers’ part Time Job, Besides Teaching

Position	Other job with teaching				Job type			
	yes	%	No	%	Payment	%	Without payment	%
Private	14	58	10	42	12	50	2	8
Public	12	50	11	46	10	42	0	0
Total	26	54	21	44	22	46	2	4

Table 8 shows that in average 54% of teachers in the TTC shad second jobs, all of the teachers had paid salaries except one teacher. 58% teachers of the private TTCs had second jobs where only two of them had jobs without pay. In addition 50% of the teachers in public TTCs had second paid jobs.

Table 9: Teachers Views about Their Reasons for Teaching in PPTTCs

Options	Teacher Motivations					
	Private TTCs		Public TTCs		Total	
	#	%	#	%	#	%
Near distance	8	33	6	25	14	29
easy enrolment procedure	3	13	4	17	7	15
easy teaching circumstances	2	8	2	8	4	8
better income opportunity	0	0	1	4	1	2
to repeat my university lessons	2	8	5	21	7	15
cultural circumstances	9	38	6	25	15	31
religious, political and national interest and relations	0	0	0	0	0	0
Total Vote	24	100	24	100	48	100

Table 9 shows the motives behind teaching in TTCs. 31% of the teachers mentioned that the cultural values of being more respected were the main reason for teaching. While, 38% of the private TTCs' teachers and 25% of the public TTCs' teachers mentioned that in TTCs the cultural factors were important. 25% of the teachers have preferred to teach in private TTCs due to nearest distance while 25% of the teachers selected the same option for public TTCs. None of the teachers in private TTCs selected the better income opportunity and religious, political and national interest option in the questionnaire, but one teacher in public TTCs selected better income opportunity option.

The public and private TTCs students

Majority of the students in both TTCs were female, 40 out of 48 students were female in the 12 selected TTCs. The numbers of female students were more at private than public TTCs. In private TTCs all of the students were female while in public TTCs there were 17 female students out of 24.

The students' age was from 18 to 52 years in both public and private TTCs. In private TTCs students were in average a bit younger compared to public TTCs. The age average in private TTCs was 21 and it was 24 in public TTCs. In addition, the maximum age at private TTCs was 43 while it was 52 in public TTCs.

The economic status of all the students at both TTCs was in the middle class. In public TTCs, only 2 students out of 48 said that their financial status were poor. None of the students in both TTCs mentioned that their family financial status is rich.

Pre-and In-Service Students in Public and private TTCs

As shown by the findings, there were two groups of students in both TTCs (in-service and pre-service students). Around 44% of the students attended classes as in-service and 56% in pre-service. There were 44% of the students who were simultaneously school teachers and 56% of the students did not have any other job. 13% of the private and 88% of the public TTC students have other jobs (in-service). The majority of the public TTCs students simultaneously have another responsibility. However, 25% of public and 75% of the private TTC students did not have any other responsibility (pre-service).

Students' Motives

Many of the students at both TTCs were unemployed but the unemployment rate at public TTCs was less compare to private TTCs. 13 out of 48 TTCs students from 12 selected TTCs did not have job, while 2 private and 11 public TTCs' students had jobs besides learning. 22 students at private and 13 students at public TTCs' were jobless see (Annex B).

Table 10: Students' Motives about Choosing the TTC

Options	Which stimulus are causing you to participate at this TTCs					
	Private TTCs		Public TTCs		Total	
	#	%	#	%	#	%
Near distance	2	8	4	17	6	13
easy enrolment procedure	0	0	3	13	3	6
easy education circumstances	1	4	0	0	1	2
easy passing	1	4	0	0	1	2
fair chance of study	2	8	6	26	8	17
cultural circumstances	1	4	1	4	2	4
religious, political and national interest and relations	0	0	3	13	3	6
higher level of education in comparison to other TTCs	16	67	5	22	21	45
to get 14th grad diploma	1	4	1	4	2	4
Total Vote	24	100	23	100	47	100

Table 10 shows that 45% of the students have chosen the option “high quality of education in comparison to other TTCs” in the questionnaire as the reason for selecting TTC; this rate was 67% in the private and 22% at the public TTCs. In addition, only 2% students have chosen TTCs because of “easy education circumstances”. 26% of the students at public TTCs selected the option “fair chance of study” in questionnaire while this amount was 8% at private TTCs. In private TTCs students did not admit “easy enrolment procedure” as motivational factor but 13% of the students wanted to continue their education at public TTCs because of “easy enrolment procedure”. In addition to that none of the students at public TTCs wanted to enroll due to easy passing of admission exam while 4% at private TTCs wanted to enroll because of easy passing admission exam.

DISCUSSION

Limited researches has been conducted in this topic in Afghanistan, because Private TTCs are new in Afghanistan, however, I have taken Dr. Mansory “short report about private TTCs in Afghanistan, 2012” as baseline for my study therefore, my findings are connected with his study.

Findings show that both public and private TTCs have been managed by male directors, while few of the public TTCs are managed by female directors. Whereas 40 out of 48 students were female in both TTCs- this shows great achievements compare to 2001 where previous research shows only few female students and teachers in the TTCs (NESP, cited in, Samady, 2013). Further, all the students of the private TTCs are female, as 17 out of 24 public TTCs students were female. The female ratio shows more females (students and teachers) participation in private than public TTCs. It might mean that the study opportunity for female students in private TTCs would be better than in public TTCs. Previous research indicates the same thing and states that in Kabul the female students’ participation is higher than male (Samady, 2013). If the female students’ participation is going on as like it is, the professional female teachers numbers will also be increased thus, the girls’ enrolment will be increased at schools.

Teachers qualification was almost in the same category for both public and private TTCs, as always the private TTCs preferred to hire qualified teachers, it is because to attract students and to sustain their private business, however, only two teachers in private TTCs had master degrees and they mark for their motives that “we only teach here to repeat our university lessons”. The teachers have more teaching experience in public TTCs than the private TTCs’ teachers. As the private TTCs experience is almost new and all the teachers of private TTCs are young people, while public TTCs are active since 1913 (Kamgar, 2003).

Many private TTC teachers as well as directors have second job with salary, but public TTC directors pursue public TTCs jobs. A very few number of the public TTC teachers have another job besides teaching at the TTCs. These results are similar to what previous research has found, i.e. that teachers were recruited as per TED’s recruitment procedure on the temporarily bases but their physical presence were never observed (Mansory, 2012). In addition to that, this study found that almost all the public TTCs staff is hired permanently while almost half of the private TTCs staff is recruited on contract, remuneration, and/or temporary contracts, even some private TTCs’ directors are also hired by contract. It is worth to be mentioned that those teachers who have been employed permanently can get their salary monthly, while others can get their salary on an hour bases, and as secure teachers they will probably be more engaged and therefore make a better job. Many private TTCs are active in non-official time and teachers can work part time, which can negatively affect the teaching process negatively. The public TTCs are active in official time (8AM-16PM) and the teachers are hired temporarily and the teaching process is normally going on, because the recruitment is different from public TTCs to private TTCs.

Teachers’ recruitment procedure is the same in both public and private TTCs, according to the TED recruitment procedure those who have got 75% marks at university can be employed as teachers at TTCs. So, many teachers say that their average marks at university are higher than 75%. In addition to that TTCs follow the same recruitment procedure which is developed by TED,

however two teachers in public TTCs said that “TTCs do not follow TED’s recruitment procedure while hiring teachers”, it might be their own opinion or they might have seen some teachers that have been hired without following TED’s recruitment process.

From the seven motives for teaching in both types of TTCs (public and private) - formulated in the questionnaire, one third of the teachers’ told that they teach at TTCs because of better cultural circumstances, and near distance to their houses. Some teachers said that the motive behind teaching is easy teaching circumstances in both TTCs. Even, not a single teacher marked that they are teaching because of political and national interests and relations, which is in contrast with the previous research: the previous study indicated that many teachers are teaching in TTCs because of national and political interests (Mansory, 2012). Thus, the cultural and teaching factors had positive effects on the educational environment in Afghanistan while, political, national interests and religious relations do not have positive influence. At private TTCs none of the respondent marked that they are teaching because of better income opportunity in comparison to the public TTCs. One teacher responded that he is teaching at public TTC due to better income opportunity. As according to the private TTCs teachers marked the better income opportunity motives but, it happens at public TTCs.

The curricula and teaching materials are the same in both TTCs, even many private TTCs mentioned that “we bring teaching materials from the public TTCs”. The most used methods of their teaching are lecture and group discussions; even the math teachers used lecture methods. Teachers do not prefer extra teaching materials beside the approved curriculum from TED; because they do not have access to library and modern technologies (internet and so on...), in addition they do not have permission from the top management to teach anything more without existing curricula. According to the subject knowledge, teachers graduated from the TTCs will have the same skills, since the materials which are used are the same in both public and private TTCs.

Students’ enrolment procedure is different, but the majority of the students in both TTCs are those who fail in *Kankor*. As, in the previous research Mansory (2012) stated that the last choice of the students is TTCs while passing the *Kankor*. The Private TTCs enrolled all students through admission advertisement, but public TTCs enrolled some students through *Kankor*. The huge proportion of the TTCs’ students was school teachers in both public and private TTCs. These school teachers continue their education at two shifts (pre-and in-service) - the in-service students are more numerous than the pre-service because those who are school teachers simultaneously followed their education at TTCs. It is clear that those students who cannot find a way to higher education with less marks they joined the TTCs, as a result, the TTCs will graduate unqualified teachers. The number of in-service teachers is less at private TTCs, because, the MoE decision is those who passed grade 12 cannot be hired as teachers in all provincial capital including Kabul city (MoE, 2010) whereas almost all the private TTCs are located in Kabul city.

The students’ families’ precedents are nearly similar in both public and private TTCs. In both TTCs, students from rural & urban areas with educated and uneducated families get enrolled. There are few TTCs that have only enrolled students from urban and educated families, but the high percentage are (rural and urban; educated or uneducated) precedents. This means that all the

students whether poor or rich, their families are educated or uneducated and whether they are from rural or from urban areas want to be graduated from TTCs. According to the TTCs' directors as well as students themselves mentioned that most of the students' financial status is in the middle class, even there is no student with rich family. It means that all the students whether rich or poor want to study at TTCs this is in contradiction with the hypothesis that only rich families can get education.

The motives behind students' participations are different from private to public TTCs. A majority of the private TTCs students continued their education because of "better quality of education than other TTCs". It shows that if students pay fees for education they will think they get quality education or they get this stereotype from the private TTCs administration. However, in the previous research Mansory (2012) have stated that except the Islah Private TTC which had regular students and standard system those could be expected from the results, the others private TTCs were in very low quality. The motives differentiation between students are interesting, there are two kinds of students (school teachers and jobless). Many school teachers continued the education as they are interested in national and religious factors, were jobless do not believe in these factors. It means school teachers are influenced by something or someone as they simultaneously teach at schools and are encouraged by religious, political or national interests to continue education at TTCs.

The public TTCs overall environment seems to be more suitable for study, from one hand the classes, buildings, and environment of the public TTCs were suitable and from the other hand, the public TTCs teachers have lots of teaching experience thus, they play a key role in preparing a friendly class atmosphere for the study. The second key motive behind the students' participation at public TTCs was fair access to study. However, both above mentioned motives encouraged students to continue the education in Afghanistan at TTCs.

CONCLUSIONS

This study found differences and similarities between public and private TTCs e.g. the enrollment procedure for students, recruitment of teachers and application of TED quality control policy were some of them. However, students and directors involved in the study have the same financial status (at middle class). Qualifications of teachers in both TTCs were similar-only two out of 48 teachers surveyed had master degree in private TTCs. Both TTCs follow the same curricula and materials, which are prepared by TED for TTCs. The enrolment ratio of female students was high especially at private TTCs, despite the absence of proper facilities in private TTCs. The reason that female students preferred private TTCs could be that they are located in areas away from public spaces and are in secure areas. Another reason can be respect for cultural values in private TTCs.

There were different reasons behind teachers as well as students participation at TTCs. Most of the TTCs' teachers have taught at TTCs as a consequence of respect for cultural values and near distance to their houses, these reasons has motivated most of the teachers to join private TTCs' than public TTCs. On the part of students to join private TTCs one reason was closer distance to their houses as per their directors but quality education and respect for cultural values was mentioned by students as another reason.

Based on my findings written above, the government of Afghanistan especially the MoE should strictly supervise the private TTCs and establish a joint partnership committee of the public and private TTCs, as implemented in Pakistan that has resulted in increased enrolment. The joint committee will avoid the bias development like inequality establishment of the private TTCs in the country. However, there are not so many differences between the public and private TTCs anymore, but the big problem as I see it is about the students' enrolment procedures. The public TTCs graduates are in some cases more qualified than private TTCs, because public TTCs enroll some students through *Kankor* which is an annual exam and we can expect the result, whereas the private TTCs enroll all the students (at least as found in this study) on their own and they can enroll unqualified students because they only want money, thus the results might not be good. In Iran the private education sector does not follow the same procedure as public education sector and the enrolling process of students is not satisfactory. From my point of view the MoE should monitor the existent private TTCs instead of giving permission for establishing other private TTCs. With regular supervision and monitoring the existing private TTCs' level of education will be enhanced to the level of public TTCs

The MoE should develop a comprehensive procedure of public as well private TTCs establishment e.g. the permission of private TTCs can be allowed as per provincial population demand. In addition to that factors like access, suitability, respect for cultural values and application of MoE quality control procedures with regard to students as well as teachers should be considered on a priority bases.

As a recommendation for further studies in the subject area I can recommend on the teaching methods' differences in both TTCs with specification of research should be to understand what type of teaching methods are used, how they teach, how students learn, and what type of technology is used in teaching.

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ANNEX (A)

Part One: Questions to the director of TTCs

- Age: -----Years Sex Male Female
- Qualification: Bachelor Master P.H.D Others -----
- TTCs Management Experience (years):-----
- Type of TTC? A: Public B: Private
- Do you have any job besides managing the TTC? A: Yes B: No
- If yes which kind of job? A: with salary B: Without salary
- Type of recruitment. A: permanent participant B: By contract C: remuneration D: If any other please specify-----
- Your salary is paying per? A: Month B: Hour

Q1: How many students enrolled in the first class (average)? ----- (Male) ----- (Female)

Q2: How many students graduate every year (average)? ----- (Male) ----- (Female)

Q3: Who are the students of TTCs? A: government workers ()% B: those who are failing in *Kankor* ()% C: common people ()%

Q4: If they are government workers: A: they are schools' teachers ()% B: adults government workers ()% C others ----- ()%

Q5: Students enrolment procedure: A: by *Kankor* ()% B: by the advertisement of the institutes ()%

Q6: Do the MOE introduced students to the TTCs? A: Yes B: No

Q7: If yes do the MOE pay their monthly fee? A: Yes B: No

Q8: Amount of fee (if in private TTC). ----- (Afg)

Q9: Which stimulus and incentives are causing students to participant at TTCs? A: Near distance B: easy enrolment procedure C: easy education circumstances D: easy passing E: fair chance of study F: high level of education than others G: for distributing 14th grad diploma H: cultural circumstances I: religious, political and national interest and relations.

Q10: Students family's precedents A: Educated families B: uneducated families C both

Q11: How do you assess your students' financial status? A: rich B: middle C: poor

Q12: Your students residency: A: rural B: urban C: both

Q13: Do you have experimental school? Distance from TTCs-----m/Km

Q14: Do your students understand primary classes' maths? A: Yes B: No

C: I don't know

Q15: Your students' level of education is? A: very high B: high C: middle D: low E: very low.

Part Two: Teachers (Personal Information)

- Age: -----Years Sex Male Female
- Qualification: Bachelor Master P.H.D Others -----
- Teacher experience (years):-----
- Are you teaching in? A: Public TTC B: Private TTC C: Both
- Do you teach? A: pre-service classes B: in-service classes C: both
- Type of recruitment. A: permanent participant B: By contract C: remuneration D: If any other please specify-----
- Your salary is paying per? A: Month B: Hour

Q1: Do you have any other job besides teaching? A: Yes B: No

Q2: If yes which kind of job? A: with salary B: without salary

Q3: Your average marks at university were? A: more than 75% B: 75% C: less than 75%

Q4: Have you enrolled as per TED procedure? A: Yes B: No

Q5: If yes, do TTC follow 75% average of the marks procedure? A: Yes B: No

Q6: What are the motives behind your teaching in this TTC? A: Near distance

B: simple enrolment procedure C: easy teaching circumstances D: better income opportunity E: to repeat my university lessons F: cultural circumstances G: religious, political and national interest and relations.

Q 7: Which curriculum do you follow? A: MoE B: If others please specify-----

If you follow option A, skip option B and vice versa

Option A		Option B	
Subject		Subject	
Teaching hours		Teaching hours	
Methods		Methods	
Lecture notes source		Lecture notes source	
Shift		Shift	
Extra Curricula		Extra Curricula	

Q8: How do you find mathematics as a teaching subject? A: Very easy B: Easy
C: I don't know D: Difficult E: Very Difficult

Q9: Do your students understand primary grades mathematics A: Yes B: No

Q10: How do you assess your student's level of education? A: very high B: high
C: low D: very low

Questions to the Students

- Age: -----Years Sex, Male Female
- Which class:
A: 13
B: 14
- Are you at: A: Private TTC B: Public TTC

Q 1: Are you: A: pre-service student B: In-service student C: If any other
please specify-----

Q2: What are the motives behind your participation in the TTC? A: Near distance
B: simple enrolment procedure C: easy education circumstances D: easy passing
E: fair chance of study F: high level of education than other TTCs G: to get 14th
grad diploma H: cultural circumstances I: religious, political and national interest and
relations.

Q3: How regularly do you attend classes? A: daily B: Weekly C: sometimes
D: irregularly

Q4: Are you working besides studying? A: Yes B: No

Q5: If yes what is your job? -----

Q6: How do you assess your family income? A: rich B: middle C: poor

Q7: Who pay for your study? A: Yourself B: your organization C: Father

D: Mother E: Brother F: If any other please specify-----

Q8: How much do you pay fee? -----AF

Q9: How do you find mathematics as a subject? A: Very easy B: Easy C: I do
not know D: Difficult E: Very Difficult

بخش اول: پرسش ها برای رییس دارالمعلمین
معلومات عمومی

- سن ----- ساله
 - جنس مرد زن
 - درجه تحصیل: لسانس ماستر داکتر دیگر -----
 - تجربه کاری در مورد مدیریت دارالمعلمین (به سال) -----
 - نوعیت دار المعلمین الف: دولتی ب: خصوصی
 - آیا کدام وظیفه بی دیگری همراه با ریاست /مدیریت دارالمعلمین دارید؟ الف: بلی ب: نه خیر
 - اگر بلی، کدام نوع وظیفه؟ الف: با معاش ب: بدون معاش
 - نوعیت تقرر شما؟ الف: دائمی ب: بالمقطع ج: موقت د: حق الزحمة ه: دیگر-
-
- معاش شما؟ الف: ماهانه پرداخت می شود ب: ساعت وار پرداخت می شود
 - 1- سالانه چند نفر محصل در این دار المعلمین داخله میکنند؟ زن ----- مرد
 - 2- سالانه چند نفر محصل از این دار المعلمین فارغ می شوند؟ زن ----- مرد
 - 3- محصلان این دار المعلمین کیه اند؟ الف: مامورین دولتی () % ب: فارغان بی نتیجه () % ج: مردم عام () %
 - 4- اگر مامورین دولتی، پس کدام مامورین؟ الف: معلمان مکاتب () % ب: مامورین سالخورده دولتی () % ج: دیگر ----- () %
 - 5- طرز العمل جذب شاگردان. الف: از طریق کانکور () % ب: از طریق اعلان خود انستیتیوت () %
 - 6- آیا وزارت معارف برای دارالمعلمین شما محصلان را معرفی می نمایند؟ الف: بلی ب: نه خیر
 - 7- اگر بلی فیس ماهوارشان را وزارت معارف پرداخت می نمایند(اگر دارالمعلمین خصوصی است)؟ الف: بلی ب: نه خیر
 - 8- مقدار فیس ماهوار (اگر دارالمعلمین خصوصی است) ----- افغانی
 - 9- کدامکات ومشوقات باعث شمولیت محصلان دراین نهاد شده اند؟ الف: قرب فاصله ب: شرایط آسان شمولیت ت: شرایط آسان تعلیم ث: شریط آسان کامیاب شدن ج: چانس مناسب مطالعه ح: سویه خوبتر نسبت به دیگران خ:به دست آروند دیپلوم 14 پاس د:شرایط خوب فرهنگی ذ:علائق ومناسبات (مذهبی، قومی وسیاسی)
 - 10- سوابق فامیلی محصلان: الف: باسواد ب: بی سواد ج: هر دو
 - 11- وضعیت اقتصادی شاگردان را چطور ارزیابی می کنید؟ الف: ثروت مند ب: متوسط ج: غریب
 - 12- شاگردان شما: الف: دهات نشین استند ب: شهرنشین استند ج: هر دو
 - 13- آیا مکتب تجربوی دارید: الف نه خیر ب: بلی (چند کیلومتر دور هست) ----- متر/کیلومتر
 - 14- آیا شاگردان این دار المعلمین ریاضی صنف های ابتدایه را می فهمند الف: نه خیر ب: بلی
 - 15- سطح دانش شاگردان دار المعلمین شما: الف: عالی ب: بالا ج: متوسط د: پایین ه: بسیار پایین.

محترماً!

این پرسش نامه برای نگارش تیزس برنامه ی ماستری پوهنتون کارلستاد سویدن تهیه شده است. هدف از این پرسشها پیدا کردن فرق بین دار المعلمین دولتی و خصوصی میباشد. همچنان از این مطالعه آشکار خواهد شد که کی ها، چرا، درکجا، چه طور و... در دار المعلمین دولتی یا خصوصی مشغول تدریس و فراگیری دانش هستند. برای همین منظور من از شما احترامانه خواهشمندم تا این پرسش نامه را خانه پری نمایید

بخش دووم: سوال ها برای استادان دار المعلمین دولتی و خصوصی

- سن-----ساله جنس مرد زن
 - درجه تحصیل: لسانس ماستر داکتر دیگر-----
 - تجربه کاری استادی در دار المعلمین (به سال) -----
 - در کدام دار المعلمین تدریس می کنید؟ الف: دولتی ب: خصوصی ج: هر دو
 - شما کدام شاگردان را تدریس می کنید؟ الف: داخل خدمت ب: خارج خدمت ج: هر دو
 - نوعیت تقرر شما؟ الف: دایمی ب: بالمقطع ج: موقت د: حق الزحمة ه: دیگر--
-
- معاش شما؟ الف: ماهانه پرداخت می شود ب: ساعت وار پرداخت می شود
 - 1- آیا کدام وظیفه دیگری همرا با استادی دار المعلمین دارید؟ الف: نه خیر ب: بلی
 - 2- اگر بلی، کدام نوع وظیفه؟ الف: با معاش ب: بی معاش
 - 3- اوسط نمرات چهار ساله شما (پوهنتون): الف: بالا تر از 75٪ ب: 75٪ ج: کمتر از 75٪
 - 4- آیا استخدام شما مطابق طرز العمل ریاست تربیه معلم صورت گرفته یا خیر؟ الف: نه خیر ب: بلی
 - 5- اگر بلی، آیا در دار المعلمین نمرات 75٪ را در نظر گرفته می شود؟ الف: نه خیر ب: بلی
 - 6- کدامحرکات ومشوقات باعث تدریس شما در این دار المعلمین می باشند؟ الف: قرب فاصله ب: شرایط آسان شمولیت ج: شرایط آسان تدریس د: منبع خوب عایداتی ه: به خاطر که درس های پوهنتونم تکرار شود و: شرایط خوب فرهنگی ت:علائق ومناسبات (مذهبی، قومی وسیاسی)
 - 7- کدام نصاب را تدریس می کنید؟ الف: وزارت معارف ب: دیگر-----
- اگر الف را انتخاب می کنید ب را بمانید و همچنان برعکس (در جدول زیر)

ب		الف	
	مضمون		مضمون
	ساعات درسی		ساعات درسی
	میتود		میتود
	لکچر نوت		لکچر نوت
	شیفت		شیفت
	کدام چیز دیگری اضافی		کدام چیز دیگری اضافی

- 8- به نظر شما تدریس ریاضی: الف: بسیار آسان است ب: آسان است ج: نمی دانم د: سخت است ه: بسیار سخت است
- 9- آیا شاگردان شما ریاضی صنف های ابتدایی را می فهمند الف: نه خیر ب: بلی
- 10- سطح دانش شاگردان شما: الف: عالی ب: بالا ج: متوسط د: پایین ه: بسیار پایین

محترماً!

این پرسش نامه برای نگارش تیزس برنامه ی ماستری پوهنتون کارلستاد سویدن تهیه شده است. هدف از این پرسشها پیدا کردن فرق بین دار المعلمین دولتی و خصوصی میباشد. همچنان از این مطالعه آشکار خواهد شد که کی ها، چرا، درکجا، چه طور و... در دار المعلمین دولتی یا خصوصی مشغول تدریس و فراگیری دانش هستند. برای همین منظور من از شما احترامانه خواشمندم تا این پرسش نامه را خانه پری نمایید بخش سوم سوالها برای شاگردان دار المعلمین های دولتی و خصوصی

معلومات عمومی

- سن ----- ساله
- جنس مرد زن
- شاگرد کدام صنف هستید؟ الف: 13 ب: 14
- شما شاگرددار المعلمین: الف: دولتی هستید ب: خصوصی هستید
- 1- شما در شفت: الف: داخل خدمت درس می خوانید ب: خارج خدمت درس می خوانید ج: دیگر-----
- 2- کدامحرکات و مشوقات باعث شمولیت شما درین نهاد شده اند؟
ج: شرایط آسان تعلیم د: شریط آسان کامیاب شدن
نسبت به دیگران به دست آوردن دیپلوم 14 پاسی
(مذهبی، قومی و سیاسی)
- 3- حاضری شما به دار المعلمین الف: روزانه ب: هفته وار ج: بعضی اوقات د: غیر منظم هستند
- 4- آیا در پهلوی شاگردبودن در دار المعلمین، کدام وظیفه دیگر دارید؟ الف: نه خیر ب: بلی
- 5- اگر بلی، وظیفه شما چیست؟-----
- 6- شما وضعیت اقتصادی خانواده خود را چگونه ارزیابی می کنید؟ الف: ثروت مند ب: متوسط ج: غریب
- 7- کدام شخص فیس تعلیم شما را پرداخت می کند (اگر دار المعلمین خصوصی است)؟ الف: خود شما ب: دفتر شما ج: پدر د: مادر ه: برادر ت: دیگر-----
- 8: ماهانه چه مقدار فیس پرداخت می کنید (اگر دار المعلمین خصوصی است)؟----- افغانی
- 9: آیا ریاضی یاد گرفتن: الف: بسیار آسان است ب: آسان است ج: نمی دانم د: سخت است ه: بسیار سخت است

(Annex B)

		Options										Total vote	
			Near distance	easy enrolment procedure	easy education	easy passing	fair chance of study	cultural circumstances	religious, political and	high level of education than other TTCs	to get 14 th grad diploma		
Which stimulus are causing you to participate at this TTCs	Private TTCs participants	Teachers	#	0	0	0	0	0	0	0	2	0	2
			%	0	0	0	0	0	0	0	100	0	100
		Jobless	#	2	0	1	1	2	1	0	14	1	22
			%	10	0	5	5	10	5	0	64	5	100
		Total	#	2	0	1	1	2	1	0	16	1	24
			%	8	0	4	4	8	4	0	67	4	100
	Public TTCs participants	Teachers	#	2	0	0	0	3	0	2	4	0	11
			%	18	0	0	0	27	0	18	36	0	100
		Jobless	#	3	3	0	0	3	1	1	1	1	13
			%	23	23	0	0	23	8	8	8	8	100
Total		#	5	3	0	0	6	1	3	5	1	24	
		%	21	13	0	0	25	4	13	21	4	100	
Grand Total	Total	Teachers	#	2	0	0	0	3	0	2	6	0	13
			%	15	0	0	0	23	0	15	46	0	100
	Jobless	#	5	3	1	1	5	2	1	15	2	35	
		%	14	9	3	3	14	6	3	43	6	100	
Total			#	7	3	1	1	8	2	3	21	2	48
			%	15	6	2	2	17	4	6	44	4	100