

Afghan Refugee Teacher Education (From 1980 To 2015): A Qualitative Case Study of BEFARe, Peshawar, Pakistan

Najma Begum¹, Syed Munir Ahmad²

¹PhD Research Scholar at Area Study Centre, University of Peshawar, Peshawar, Pakistan

²Associate Professor, Institute of Education & Research, University of Peshawar, Peshawar, Khyber Pakhtunkhwa, Pakistan.

*Corresponding author email address: munir_ahmad@uop.edu.pk

ABSTRACT

Refugee teacher education has remained an area of research and practice that has received little attention of academics and researchers alike. In first providing a brief description of the Soviet model of education after their arrival in Afghanistan, the purpose of this paper is to describe the process of rehabilitation of Afghan refugees and provision of emergency education to them. Grounding this empirical research into Lev Vygotsky's and Yrjo Engeström's First Generation Activity Theory (FGAT), and Second Generation Activity Theory (SGAT, henceforth), this research paper aims to decipher the socio-economic and cultural context of Afghan refugees before applying SGAT on Afghan Refugees Teachers' Education (ARTE, henceforth). Qualitative research design was used to conduct this research, whereas, data was collected from primary sources through conducting semi-structured interviews and Focused Group Discussions (FGDs) to gain deep insight into the subject matter. However, secondary sources, such as reports of UNHCR, BEFARe/GTZ were also used to substantiate the central argument. Purposive sampling strategy was used to get sample for the study. Major findings of the study show that the influence of the curriculum taught to student teachers brought certain changes in Afghan refugee teachers' pedagogical skills, and resolved the problems of some classroom teaching practices. The findings also showed that BEFARe remained successful in changing Afghan refugee student teachers' teaching methods from traditional teaching to activity based teaching. The study contributes to the current knowledge in the field of teacher education and training, the Afghan Ministry of Education, and other NGOs' working in Afghanistan for education, emergency teachers' training in general, and specifically refugees' education across the world.

KEYWORDS

Soviet styled-education, Afghan Refugees, FGAT, SGAT, Application of SGAT

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INTRODUCTION

In April 1978, the then new Afghan government, namely Democratic Republic of Afghanistan (DRA, henceforth) came into existence and, subsequently, the Soviet Russia recognized DRA forthwith. Furthermore, forces of the Soviet Russia also entered Afghanistan on the invitation of DRA towards the end of 1979 (George, 2016, Oct 25). Notwithstanding several other objectives of the DRA, it also aimed to transform education system of the Afghan society into a modern one, in collaboration with, the Soviet Russia as it was considered the most fundamental instrument of the policy of Afghan government. Subsequently, the DRA adapted the Soviet model of education to devise an educational policy of Afghanistan. Furthermore, it also aimed to facilitate Afghan society in receiving education and training, in collaboration with the Soviet Russia. Eventually, the DRA adopted and thus approved new reformed educational policy in 1980 under the influence of the Soviet Russia, which was later on clearly reflected in the "*Fundamental Principles of the DRA*" (Ali; Kamal, 2015). It aimed to:

- execute getting rid of illiteracy;
- develop Afghan education by providing them with educational and vocational training;
- develop national progressive education & set up the pedagogical instruction in mother tongue;
- make obligatory Dari and Pashto with the influence of Russian or English; and
- Freely develop secondary, vocational, technical and higher education.

Subsequently, the DRA introduced a new series of Afghan textbooks with the aim to promote Soviet-style progressive education within the socio-economic and cultural context of Afghanistan. Most of the contents of these textbooks incorporated material disseminating anti-colonial and anti-imperialist sentiments, together with the professional needs and economic interests of the Afghan students. For instance, almost, 18,000 of urban Afghans were found to have learned how to read and write through this literature.

On the other hand, after the arrival of the Soviet forces, over five million Afghan refugees also began to flee to the neighbouring countries, mostly to the then Frontier Province (now Khyber Pakhtunkhwa (KP)) of Pakistan in the early 1980's. Being an intimate partner of the USA in Cold-War, Pakistan cordially welcomed the refugees and made necessary arrangements to rehabilitate the Afghan migrants with the logistic support of the United Nations Higher Commission for Refugees (UNHCR) (United Nations, 2006). Initially, the Pakistan government managed to resolve the issue of Afghan refugees on ad hoc basis by



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means of Disaster Relief and Preparedness Cell of the government. Subsequently, Afghan Refugees Commissionerate (ARC, henceforth) was established in April 1980, for setting up refugees' camps, to rehabilitate them properly and for providing them with essential relief assistance. Before shifting them to the refugees' camps, their entries were registered under the Registration of Foreigners Rules describing as "Afghan Refugee". As a result, these refugees were encamped in various cities, such as *Kababian, Khazana, Haji Zai, Naguman* and *Khurasan* of Peshawar, Mardan, *Ghamkol* of Kohat and Bannu in KP.

To compensate Soviet-styled educational model in Afghanistan, however, the ARC in association with UNHCR and various Non-Governmental Organizations (NGOs) devised a training programme for Afghan refugees' education that was to be adjusted in different phases of history viz., 1980s, 1990s, and needs of the twenty-first century. These organizations included: Basic Education for Afghan Refugees (BEFARe) and German Technical Cooperation (GTZ), Swiss Aid for Afghans, and SAVE USA. Subsequently, they set up schools in urban and rural areas, for instance, Afghan Refugee Girls' Middle School, BEFARe | UNHCR, FE/MSG-Code No. 048, Khazana Camp, Peshawar; Afghan Refugee Girls' Middle School, BEFARe | UNHCR, FE/PSH/MSG-Code No. 094, Khurasan Camp, Peshawar; and Afghan Refugee Boys' Middle School, BEFARe | UNHCR, MSB-Code No. 190, Ghamkol No. 2, Kohat and so on and so forth.

Similarly, several local and foreign instructors and contributors were also inducted to teach Afghan refugees from 1983 to 2016. These teachers included: Mr. Muhammad Ameen, from Najmul Madaris, Jalal Abad, Afghanistan (Primary School Teacher in a Project under UNHCR, Mansehra), Miss. Nasima (Principal, Afghan Refugee Girls' School, Hajizai), Miss. Rizwana (Head Teacher, Afghan Refugee Girls' Middle School, BEFARe/ UNHCR, FE/KHT/MSG Code No. 048, Khazana Camp), Muhammad Naem (Tutor at BEFARe), Mr. Shamim (Field Education Officer, BEFARe head office, Peshawar), Miss. Nadia Noreen (Focal Point Trainer), Miss. Fauzia [Deputy Coordinator Community Oriented Primary Education (COPE), BEFARe/UNHCR], Miss. Shazia (BEFARe/ UNHCR Afghan Refugee Girls' School Kababian, Peshawar), and Mr. Ingeborg Breines from UNESCO, Mr. Jurgen Wintermeier from GTZ, Mr. Hashim Utkan from UNHCR, Mst. Nancy Hatch Dupree [Directress, Agency Coordinating Body for Afghan Relief (ACBAR)] and Dr. Somartne Banda Ekanayake {(Basic Education Advisor, UNESCO/ UNHCR, Pakistan/ Afghanistan 1994-2002)}.

In 1983, the Education Cell of the ARC together with UNHCR began to run these schools that aimed to religiously indoctrinate Afghan refugees to provide ideological base for Afghan *Jehad* (holy war) for serving the interest of the US-sponsored UNHCR, BEFARe/GTZ and other organizations (Drechsler; Munsch; Wintermeier, 2005, August). The textbooks of Dari and Pashto incorporated material which was more suitable for *Madrasahs* than normal schools as:

- Poems (*Hamd*) praising God;
- Poems (*Na'at*) praising the Holy Prophet (SAW);
- Biographies of the Four Caliphs;
- Citing stories about *Mujahideen*; and
- Assembling and disassembling guns and disseminating literature on atheism.

From 1991 to 2015, revised textbooks were published and re-published in KP, according to the changed circumstances of Afghanistan; for instance, photos or pictures of living things were considered forbidden (*haram*) in 1993-94 (Samady, 2001). Similarly, donor countries publishers re-devised outlines for a teacher-training programme and followed the curriculum to coordinate with the contextual trends and policies prevailing inside Afghanistan. For instance, Afghan Consulate of Peshawar concluded an agreement with the BEFARe in 2005 to arrange a commonly revised agreed teachers' training curriculum. It is pertinent to mention that from 1980's numerous NGOs had been working to impart both formal and informal education to Afghan refugees in Pakistan; However, the contributions of BEFARe and GTZ were found laudable and impressive (Ekanayake, 2000). However, this revised curriculum aimed to ensure Afghan repatriation process and to enable them to find suitable jobs in government schools in Afghanistan. The objectives of this revised curriculum were to: internally synchronize and regulate teacher training programme for implementation in Pakistan according to the contextual needs of Afghanistan; integrate students and refugees' teachers into new educational system of Afghanistan; improve quality education of Afghan refugees by exposing them to innovative approaches, concepts, pedagogical and learning skills meeting the standards of twenty-first century; provide teachers with innovative pedagogical skills for execution in the classrooms; replace teacher-centred teaching with student-centred teaching; successfully utilize teaching aids during teaching; learn how to assess students; ensure effective classroom management; seek methods on how to enable students with their abilities; create culture of democratic and peaceful environment for learning; and provide teachers with knowledge regarding gender issues (UNESCO, 2005).

The purpose of this research paper is to assess ARTE in the light of SGAT, the elements of which are applied Afghan Refugee's teacher training programme. The aim of the refugee teacher education was to transform teaching from teacher-centred to student-centred methodologies and activity-based learning and, as a result, teaching aids were modified accordingly. For instance, students were engaged to make manual teaching aids and, similarly, such activities began to be conducted in nearly 277 schools across 144 Afghan refugee camps (UNHCR, 2001, December).

Subsequently, around 7000 teachers were given training and, in connection to this, master trainers were also trained for the successful conduction of student-centred teaching training programmes. The duration of the courses comprised of fifteen days including ten days for the basic course and, five days for course revision, together with subject specific training. However,

it was dependent upon the funding of the donors' agencies. Similarly, BEFARe/GTZ published textbooks and manual for teacher training (both pre-service & in-service) for the purpose of teaching various subjects such as Pashto, Dari, English and Urdu.

THEORETICAL FRAMEWORK: ACTIVITY THEORY

Activity theory is a new paradigm to know “who is doing what, why and how”, developed by Lev Semyonovich Vygotsky (1896-1934), a psychologist of former Soviet Russia that aims to fill up the gap between abstract thought and the material situation or reality requiring individual commitment with concrete objects and mediating artefacts with a view to better understand activities of other human beings in a reasonable way. The Vygotskian theory is also known as First Generation Activity Theory (FGAT, henceforth) aiming to analyse object-oriented collaborative ways of learning and also believes in collaborative activities in social practices, social interactions in cultural and institutional context, forward motion and motivations and intricacies of real life activity. Furthermore, this theory is also sometimes known as Cultural-Historical Activity Theory (CHAT) that explains pedagogical and professional development in teacher training programme (Mtika; David, 2008). Hence, FGAT is the concept of object-oriented, collective and culturally mediated human activity that includes the subject, object (or objective), mediating artefacts signifying signs and conceptual and practical tools, rules, community, and division of labour.

Activity Theory has further been interpreted and re-interpreted into four generations, wherein, subsequent theory is built upon the preceding one. However, the focus of this study is on exploring Afghan Refugee Teacher Education in the light of Second Generation Activity Theory (SGAT, henceforth). Nevertheless, a brief description of FGAT is also given below to only understand its extension into SGAT (Kaptelinin; Kuutti & Bannon, 2005, June 02).

FIRST GENERATION ACTIVITY THEORY (FGAT)

Vygotsky, in his FGAT, posits that “*the structure and development of human psychological processes emerge through culturally mediated, historically developing, practical activity*” (Kartini, n.d.). He developed the concept of mediation and his deep insights on the fundamentals of human consciousness amplifying that human reasoning is predicated upon practical activity in a social atmosphere (Hardman, 2007). Contrary to stimulus-response of Pavlov, collaborative activities of human beings are purposeful and completed by set of actions by means of using physical or psychological tools (Naidoo, n.d.). In other words, he argued that individuals as agents would like to react to and act upon the mediating material objects existing in the social environment. These included: mediating artefacts or tools and instruments, leading to an outcome. The purpose of FGAT is a method to comprehend, analyse the tensions, contradictions, and unity of consciousness in a phenomenon and also to find the pattern to make inferences across the interactions.

The core of Vygotsky's activity theory includes analytical elements such as subject, object and tools, leading to an outcome, wherein, the subject (the doer) is taken as the person under investigation, the object (deed) is taken as the proposed activity, and tool is taken as mediating artefacts or tools (device) for the execution of an action. In short, activity has been formed by the mutual relationship between the subject and the object. However, FGAT aims to collectively carry out purposeful activities by means of using various tools in multifaceted and vibrant environments. The central argument of this research paper is to assess SGAT for exploring experiences of student-teachers during teacher training, and classroom teaching practices. The theoretical framework of SGAT has been used to examine the professional development of Afghan refugee student-teacher.

SECOND GENERATION ACTIVITY THEORY (SGAT)

Yrjö Engeström (1987), a leading activity theorist and Professor of Adult Education and Director of the Centre for Research on Activity, Development and Learning at University of Helsinki Finland, expanded Vygotskian FGAT to develop his Second Generation Activity Theory (SGAT) in 1987 (Engeström, 1987). In SGAT (see Figure 1), Engeström advocates that studying mediating artefacts is always considered together and integral element of human functioning; however, focus must be placed on their relationship and interaction in an activity. Engeström creates a model “*activity system as a whole a unit of analysis, while including the individual's object-oriented mediated action with cultural artefacts, which also includes social-institutional infrastructures and contexts as interrelationships between components of a collective activity such as rules, community, and division of labor*”(Engeström, 1993: 66). His focus was on a single entity by creating the idea of mediation between three elements, such as subject, object and mediating artefacts comprising of conceptual tools (teaching techniques & pedagogical skills) and practical tools (audio-visual aids, textbooks, teaching manuals & lesson plan) (Grossman, 1999). Moreover, he did not only rely on the process of human thought but he also explained his theory in the wider context of interactions between or amongst human beings living in the social world via mediating artefacts and also, wherein, the activities are taking place. He stretched the activity model into seven elements by including three new elements i.e., community, division of labour and rules (Engeström, n.d).

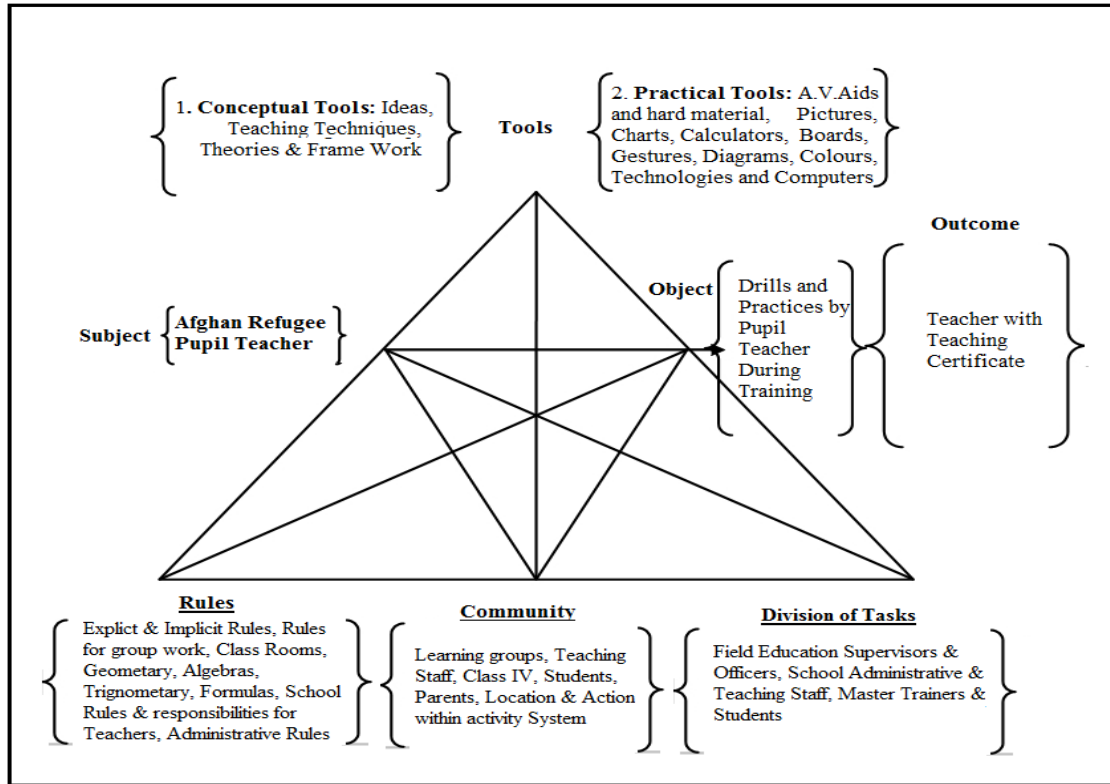


Figure 1. Activity Theory: the Structure of Human Activity (Engeström, 1987, p. 78)

Engeström expanded the Vygotskian original triangular representation of activity to collectively examine system of activity and the community by concentrating upon the agent operating with tools or individual actor. His expansion of the theory aimed at showing socio-collective components in an activity system by the inclusion of rules, division of labour and community and also analyse their mutual interactions in the context of socio-cultural context, history, mutual interaction in the social reality and the activity.

Furthermore, he argued that the *subject* includes individuals or group of individuals participating in an activity, whereas, the *object* includes motivational forces or influence that pushes individual to participate in an activity. However, the mediating artefacts include signs, symbols, tools and conceptual thoughtfulness serving to mediate activity between the subject and the object. Likewise, the *community* includes socio-cultural groups with their norms and standards for regulating and influencing the behaviours of human beings. Similarly, the *division of labour* includes the way to share responsibilities amongst the participants involved in the activity.

AFGHAN REFUGEES’ SOCIO-ECONOMIC AND CULTURAL CONTEXTS AND TEACHER EDUCATION IN THE LIGHT OF SGAT

This section pertains to Afghan Teachers’ socio-economic and cultural contexts and their education in light of SGAT within the activity system.

SOCIO-ECONOMIC & CULTURAL CONTEXTS OF AFGHAN REFUGEES

Socio-economic and cultural context refers to the reflection of individual’s wealth, social status and quality in a community that correlates with the exposure of environment, language, educational qualities, and access to basic health facilities. Afghan refugees were encamped in the officially designated refugee areas, popularly known as *Muhajir* camps. The residents of these camps were large, low-income and settled in peripheries of the city. These camps had no paraphernalia and bounds such as entry or exit restriction and boundary walls. The dwellings were mostly made of mud (*katcha*) structure; however, existence of some of the brick (*pakka*) houses belonged to the community leaders and the officials. There was inexistence of proper drainage system; however, open drains were there to run water along streets and lanes while discharging waste water into the surrounding fields.

- In Afghan refugees’ schools, most of the Afghan students belonged to poor and split-families (e.g., divorced parents), whereas, most of them were found orphans resulting in lack of emotional balance and loss of energy. BEFAre/UNHCR-run Afghan refugee schools were made of mud, depicting and mostly in dismal conditions. For instance, during rainfall,

rain water would enter into the classrooms and sometimes the classrooms would depict a pool having two to three inches of water; as a result, conducting classes would not be possible in the classrooms. Owing to the shortage of classrooms, it was assessed that students used to sit on the ground or usually under the tree for attending the classes. Most of the poor students were found absent during the class as they were performing menial jobs during the day. They had no opportunities for co-curricular and sports' activities.

SGAT AS THEORETICAL FRAMEWORK

The theoretical framework of SGAT has been applied to assess and examine Afghan Refugee Teacher Education keeping in view their socio-economic and cultural conditions. It is thus articulated that how professional development of Afghan Refugees' Teachers can be judged and assessed through SGAT. It is pertinent to mention that Afghan student-teacher is considered as *subject* undergoing through professional development in the process of teaching, whereas, process, purpose, operations and activities of training are considered as *object*. During the process of training, various audio-visual aids were used as tools as per SGAT; Similarly, the *community* was the socio-cultural group comprising of students, teachers, institution staff, elders of the area, parents and other facilitators. However, *rules* specify norms, standards, expectations for behaviour, classroom, school and teaching activities; likewise, *division of labour* specifies that how duties, roles and responsibilities shared amongst various staff members, student teachers, students and supporting staff of the concerned institution.

Elementary Emergency Teacher Education for Afghan Refugees (EETEAR, henceforth) advocates seeking professional development of Afghan Refugee student-teachers as *subject* after they undergo through their training programme; nonetheless, the *object* of their training is to achieve the goals through improved teaching practice by becoming effective and professional teachers towards the end. Similarly, it also intended to facilitate the *subject* for the accomplishment of their goals and motives through various conceptual and practical *tools*. These included: curriculum of teachers, classroom guidelines, group discussions, course books, manuals, lesson plans, black boards, charts, video cassettes, and other accessories. According to the manuals, several teaching methods, such as verbal, demonstrative, and lecture-based, were adopted to impart the material.

It thus creates a *community* of learning environment by the inclusion of a team of facilitators-cum-supervisors, administrators, parents and supporting staff to construct a learner-centred teacher. It is, therefore, aimed to achieve best possible results by means of division of tasks and responsibilities amongst participants of the activity according to their expertise. The theoretical framework of SGAT is helpful to elucidate professional and pedagogical skill development in the programme of Afghan Refugees' Teachers' Education, sponsored by BEFAre/UNHCR. The sections that follow discuss and apply elements of SGAT on ARTE and to understand why teacher-centred teaching was transformed into student-centred and modernized one according to the changed political scenario of Afghanistan after 9/11, 2001.

SUBJECT AS AFGHAN REFUGEE STUDENT-TEACHERS

The *subject*, i.e., Afghan Refugee Student-Teachers, is the focus of this research study that engages them for their pedagogical development. The *subject* modifies the *object* through mediating artefacts or conceptual| practical tools to achieve the possible outcome. Furthermore, the subject is also the activity itself that influences the collective learning activity through collaboration, connection and participation. For instance, collective participatory activity by using mediating artefacts tends to understand the behaviour of an individual as subject. The subject has certain needs and specified objects that motivate them to achieve the goal in a collective activity.

Moreover, the commitment of the *subject* is determined by the socio-cultural environment, rules, community and division of labour (Engeström, 1987). For instance, the background of Afghan Refugee Student-Teachers, their knowledge and skills, position and commitment were influenced and determined by the rules of the institute, the community of their instructors as well as learners and the division of labour in the form of field education supervisors/teachers such as their shared responsibilities in schools and administrative staff. Similarly, student-teachers as subject could also be assessed through lesson planning, provision of audio visual aids, pedagogical practices, tests and feedback, contents of the curriculum, classroom organization, child psychology, basic or refresher training and upgrading of subject knowledge training. Thus, the *subject* has been described as an identified individual in a collective activity system, wherein, their activities were being noticed and critically examined (Engeström, 1987).

OBJECT AS DRILLS AND PRACTICES BY AFGHAN REFUGEE STUDENT-TEACHERS

Object is understood in a material sense, which in the context of this study is the process of training or learning of Afghan Refugee Student-Teachers. In other words, the *object* is considered as the goal or motive and purpose of the activity for the subject to archive. It is the raw material, or problem space that the activity is directed at that is moulded to translate it into an outcome with the help of physical and symbolic mediating instruments, such as conceptual and practical tools. The object of activity theory is to help understand the unity of consciousness and activity (Kartini, n.d.). Thus, the object is the reasonable goal that an individual or group of individuals find to participate in an activity. An object-oriented activity aims to engage Afghan refugee teachers into a kind of an interaction amongst subject, object, motivation action, goals, socio-economic and cultural context, consequences and, of course, the activity. The object motivates the subject i.e., student-teacher to work hard in the classroom.

According to Engeström, the *object* in an activity is referred to a training programme aiming to transform traditional teaching or rote memorization into an activity-based teaching (Kaptelinin, 2009). Furthermore, the object requires mediating artefacts or tools to successfully conduct its activities. An object is, therefore, associated with the goal or motive behind the activity because it is the goal or motivation that drags it towards the attainment of the outcome (Alison Lloyd, 2011 May 9).

MEDIATING ARTEFACTS OR TOOLS: CONCEPTUAL AND PRACTICAL TOOLS OF AFGHAN REFUGEE TEACHER EDUCATION

In SGAT, tools drive both the *subjects* and *objects* to achieve the determined goals and objectives (Riet, 2014, July). Furthermore, these tools are the means and ways to enable the subject to carry out the activity, for instance, two type of tools, such as conceptual and practical, were used in Afghan Refugee Teacher Education. The conceptual tools included: principles, frameworks and ideas about teaching learning and language acquisition using by teachers to reach to a decision during the process teaching and learning. Similarly, the practical tools were integrated into pedagogical skills and practices in the classroom; strategies; resources; instructional practices; exercises; textbooks; curriculum materials; and assignments. Thus, the tools were the mediating artefacts or instruments that Afghan refugee student-teachers used for becoming future teachers (Wilson, 2014).

It was identified that conducting dialogues, as conceptual tools, were found useful in the achievement of the object during the activity. Moreover, it was found easy to modify as the activity expanded with the passage of time. During the activity, the subject used books, black boards, chalks, copies, pencils, teachers, syllabus, curriculum and teaching aids as practical tools of the activity. However, owing to the unavailability of tools, the performance and development of the trainee-teachers were adversely affected and, as a result, the subject failed to achieve the object. However, in case of the availability of the tools, the subject could be able to modify while utilizing the tools to make teaching more effective.

RULES AS REGULATIONS FOR AFGHAN REFUGEE TEACHER TRAINING

In SGAT, rules comprise of laws, conventions, codes, collaborations, practices, learning cycles, class rules, schools rules, and agreements that people adhere to and comply with for the engagement of the activity (Kain; Wardle, n.d.). In Afghan Refugee Teacher Education, rules comprised of students' assembly, teacher attendance, punctuality and students' attendance, school stock registers, school funds rules and fees from students. Furthermore, these were referred to as overt and covert structures and customs that administered and determined proceedings and communications within an activity organization (Holt & Morris, 1993). Regarding student-teachers in teaching practice, standards, and regulations may transmit to the common and definite school rules, conventions and the direction of the schools, which are close to policies and systems emanating from their training centres, and which oversee teaching practice of the trainees (Wilson, 2014). Disagreement in the set of laws of an activity organisation can become the basis of stress, and change the subject in the approach they bring to proceedings or communication with other elements of the community defined as participants in the achievement of the object of an activity system.

DIVISION OF LABOUR

In SGAT, division of labour means power sharing amongst the members i.e., who is responsible for doing which task according to his or her specialization. In the context of the present study, specific responsibilities were assigned to the principals, teachers, assistants, gatekeepers (*chowkidars*), and students (Hardman, 2007), depicting the tasks and power relations within classrooms and across the schools. The purpose of the division of labour is to collectively attain the object of activity towards outcome and to produce result of the activity within activity system (Hardman, 2007). In Afghan Refugee Teacher Education, a school was the social reality, wherein, the position of student-teachers was connected with and dependent upon the supervisors.

COMMUNITY

In SGAT, community is the group of individuals, wherein, they share their responsibilities to achieve the common object (Lynch, 2010). The community fixed the responsibilities upon individuals working in it as well as persuade them to achieve the object in the activity (Kain, n.d.). Community signifies the nature of the learning environment, wherein, the activity is being carried out. The subject makes efforts as part of the community to accomplish the object. Community refers to the group of actors engaged in a joint activity or practice and have a common goal (Sannino; Daniels; Gutierrez, 2009). It is a group of people who share an object within an activity system. Elements of community are motivated by a general object. The concept of community practice is useful, which argued that the activity system exists within a set of relations among persons, the activity and the world.

In this case, the community comprised of Afghan refugee student-teachers, students, staff members, and parents of students. The SGAT recognized the subjects, engaged in an activity. It was a series of associations with other features in a triangle of activity, such as communities, rules and division of labour (Engeström, 1987). This theory believes that the community consists of various persons or a faction that contribute to the object or distinctiveness of the object. In Afghan refugee schools, community comprises numerous teachers, field education supervisors, assistants, field education officers and head teachers. The matter was concerned with the contribution of every component of community to the activity system. The findings of the study explored and established a relationship between social and professional practices of student-teachers with their training centres, and teachers of schools, which continued throughout their teaching practice.

OUTCOME AS THE PROFESSIONALLY QUALIFIED TEACHER WITH TEACHING CERTIFICATE

In SGAT, the outcome comprises of the production of activity and, therefore, Afghan refugee teachers, after having received teacher training, had become qualified teachers. They began to perform in the school according to their received training. Furthermore, it portrays the intention to achieve the rationale of the community, engaged in activity co-ordination, to produce efficient teachers after they had completed their teacher education programme. The distinction amongst the present condition of the object and the preferred outcome provides the incentive for the subject (Hardman, 2008). The activities included actions that were executed to carry out a precise objective and guide the person or group completing the preferred outcomes. For every act performed, the condition was evaluated to decide the stage to which the object of an activity classification had been attained.

CONTRADICTIONS, TENSIONS AND INNOVATIONS IN AFGHAN REFUGEE ELEMENTARY TEACHER EDUCATION

In this study, the SGAT helped to identify the areas of tensions and contradictions with teaching practice and training offered by UNHCR, BEFARe, and GTZ. The innovations, suggested by these Afghan refugee teachers could be helpful to understand the emergency teacher training all over the world. These student-teachers discussed the financial constraints and interests of their donors and recognized the compulsions of BEFARe being dependent on donor countries. Elements of the SGAT helped in pointing the areas of contradictions, such as deficiency of audio-visual aids, shortage of school buildings, shortage of teachers, deficit funds, poor administration, poor educational policies, shortage of furniture and shortage in administrative staff (Roth, n.d.).

DISCUSSION

This study has shown the varied experiences of Afghan refugee student-teachers, their implications for Afghan refugee student-teachers' professional development and their need for a change. International donors had their own specific interest in funding Afghan refugees' education during different phases of history. For instance, funding in the 1980's aimed to provide training to create anti-Soviet fighters and crammers of the traditional curriculum to meet the desired goals. On the other hand, post-1992 training aimed to focus children centred activities by engaging the students in the classroom. Later on, these organizations shifted their focus to providing training to tackling and preventing traumas, anxieties and depression and other socio-psychological issues of the Afghans. The results of the study show the success as well as failure of the training programmes. Thus, it is reiterated that social environment, individual behaviour (Samady, 2001), aptitude of instructors, the available facilities, teaching materials and audio-visual aids contributed to achieving the *object* (IRC, 2004, April); however, the schools had no facilities for the application of training activities at the schools. Moreover, it is pertinent to mention that no basic necessities of life were provided in the schools. Most of the time, they were not provided with modern and updated teaching materials (Hetland, 2006). Although, the schools had the provision of multi-grade teaching, there was the problem of shortage of teachers and rooms (Ekanayake, 2003), no proper seating arrangements for students – apart from numerous other issues – including water and electricity shortages, absence of teachers, shortage of tables or chairs, over-crowded classrooms, and a lack of other basic facilities. Students were managed to take their classes in mud-houses; they were also not provided with proper space to organize co-curricular activities for students.

CONCLUSION AND RECOMMENDATIONS

It can fairly be concluded that this study has provided an effective way to understand ARTE, their training programme, changes in the pedagogical skills and curriculum of student-teachers in emergency situation. According to the seven elements of SGAT, subject as Afghan refugee student-teacher, object means offering drills to Afghan refugee student-teachers by BEFARe, tools are Audio Visual Aids, prepared by BEFARe and thus utilized by student-teachers, rules belong to BEFARe organization and schools, community involved in camps, whereupon, BEFARe schools were located, division of tasks amongst Afghan refugee student-teachers and administrators and the outcome means Afghan refugee student-teachers with teaching certificates. However, continuation of their teaching programme was dependent upon funding of donor agencies. For maximizing Afghan refugees' education, there must be working groups at all tiers of government, in collaboration with donor agencies and the representatives from the socio-educational sectors of government. They must devise a comprehensive mechanism, by the inclusion of all actors, to achieve the best possible goal.

Apart from development of joint educational mechanism at all tiers of government, it must be aimed to provide best and all-round teacher training, capacity building, development of professional skills, pay and retention, provision of monitoring and supervisory system for the improvement of quality education. Furthermore, it must provide incentives to properly educate Afghan refugees with the adaptation of curriculum to the counterpart in Afghanistan.

Afghan refugees are thus to be enabled to peacefully return and easily adjust into Afghan school system. To overcome poor quality education in KP, UNHCR must be serious enough to devise a strategy to invest and establish a firm surveillance system to immediately notice the schools with the purpose to improve education up to the acceptable international standards.

CREDIT AUTHOR STATEMENT

Ms. Najma Begum conceptualized the research idea during discussion with her supervisor, following which she designed the study, did literature review, gathered the data, analysed the findings and completed her doctoral studies by writing her research thesis. This paper has been drawn from the research thesis. **Dr. Syed Munir Ahmad**, being research supervisor of Ms. Najma Begum, has helped, supported and guided the research scholar from conception to completion of her doctoral research studies. He has provided feedback, comments and suggestions on thesis draft manuscripts and has helped the scholar in refining this research paper.

COMPLIANCE WITH ETHICAL STANDARDS:

It is **declare** that all authors don't have any conflict of interest. Furthermore, informed consent was obtained from all individual participants included in the study.

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