

Wazhma Syale , Association from Sweden Gothenburg,

Gender Mainstreaming in Learning & Teaching Materials

In Pashto and Dari languages:

Definition:

The displacement of Afghans into Europe has created urgent educational challenges, particularly for adult refugees. Language acquisition is central to integration, yet mother-language education remains an underutilized resource. Integrating gender mainstreaming into adult education for Afghan refugees, especially women, is essential to ensure equal access, empowerment, and inclusion. Gender mainstreaming in education quality means incorporating gender perspectives into all stages of planning, implementation, and evaluation of learning programs and educational material for Afghan (adult) refugees in the EU,

Type of teaching materials:

In most of the books or teaching materials for langallenged with unequal low-quality and old books that does not refelct or relate to both genders especially women.

The educational material should in practice include:

- Reviewing learing material from both male and female prospectives
- Avoiding stereotypes in teaching materials.
- ensuring equal participation oportu
- Learning materials should be of high quality textbooks, workbooks, handouts,

worksheets, reading passages, charts and infographic materials.

- (digital, audio, visual and physical material should be accessable in code of

teaching.

- . The teaching material should serve as a bridge to integration in EU society

Criteria and methods of teaching materials

Teaching material should include examples of women in leadership and men in

caregiving roles , Gender feedback from AFghan women during material

development

Language and Visuals should be inclusive and gender neutral, which means it should reflect cultural, age, gender diversity

Trained instructors to encourage women's active participation, and regular feedback from women should be collected on teaching material

Use of plain language, translated material (Dari/Pashto). Authentic images of Afghan diaspora women in varied roles.

Develop printable handouts, videos or mobile access formats

Intersexuality in the teaching in educational quality process

Afghan refugee women face multiple, overlapping barriers, and such barriers have created gaps in their learning process and integration. With the right Gender-sensitive didactics and mother-language education, such barriers can be addressed. Such a process creates inclusive spaces where women are seen not only as learners but also as contributors to community knowledge

Barriers to Access

- Language barriers: Limited access to materials in Dari or Pashto.
- Childcare and time limitations: Restrict women's participation.
- Lack of culturally appropriate curricula: Many EU programs overlook cultural context.

- Unfamiliarity with EU education systems: Creates hesitation and disengagement.

participation and Empowerment in EU context

Women must not only be recipients of education but also active contributors in developing and evaluation of educational material.

Gender equality strategies that align with the EU framework will provide targeted support for refugee women and it will increase inclusion and diversity.

Key points:

Community-Based Education

- Local initiatives can employ Afghan educators and interpreters.
- Peer-learning and women's groups foster safe and supportive environments.

Digital Tools

- Online learning platforms in Dari and Pashto can overcome barriers of time and mobility.
- Gender-sensitive content ensures representation and avoids stereotypes.

Pre-testing of Learning Materials:

1-Use Surveys, Interviews and participatory reflection methods on teaching materials.

2-Provide gender awareness workshops for trainers and facilitators who will be teaching and facilitating learning the language classes.

Outcome:

- Mother-language education with the right teaching material improves literacy, confidence, and pathways to host-country language mastery.
- Educated Afghan women can support their children's schooling, enhancing family integration.
- Participation strengthens economic and social empowerment, contributing to EU social cohesion.

- Applying gender mainstreaming ensures that women are not left behind but positioned as key contributors to stronger, more inclusive European communities. By overcoming barriers through policy, community engagement, and digital solutions, the EU can transform refugee education into a bridge for social stability and equality.