



LT TA Workshop Presentation – Afghan Wulas (October 2025 Linz, Austria)

Project Title: *Enhancing the Quality of Teaching and Learning Materials in Mother Languages for Afghan Adult Learners in Europe*

Project Reference: *2024-1-AT01-KA210-ADU-000250093*

Funding: *Erasmus+ Programme – KA2 Small Scale Partnerships in Adult Education*

Opening and Welcome

Good morning everyone,

Welcome to our LT TA workshop here in Linz. It's great to see all our partners.

Our meeting today is part of our Erasmus+ project titled 'Enhancing the Quality of Teaching and Learning Materials in Mother Languages for Afghan Adult Learners in Europe.'

The main Objective of this project is to improve the quality and effectiveness of learning and teaching materials in Dari and Pashto, used by Afghan adult learners living in Europe.

The specific objective to create a shared framework; a monitoring methodology for quality assurance — something that is research-based, practical, and relevant to the Afghan diaspora context.

And now we will start by introducing the research framework behind this project and explaining how we derive six quality dimensions that help us evaluate and improve our teaching and learning materials.

We aim to:

1. To identify quality gaps in existing Afghan teaching and learning materials used in Europe.

2. To develop a common methodology for evaluating the quality of these materials, based on European.
3. To build capacity among Afghan educators, translators, and associations to apply this quality approach in their daily work.
4. To promote cooperation and knowledge exchange among our project partners and Afghan's European organizations, especially using platforms like EPAL and the Erasmus+ network.

In short, our goal is to ensure that Afghan learners in Europe have access to reliable, evidence-based, culturally relevant, and pedagogically reasonable materials.

Introduction to the Research Framework

What is the Research Framework?

A research framework is a plan that helps us to:

- Understand and identify the problem in learning materials
- Choose and define good quality methods and means for our context
- Decide how to check the quality of materials, use clear, measurable criteria for evaluating materials
- Collecting information in a clear way makes the process easy to use for small organizations.

Why is this Needed?

Many Afghan adults in Europe:

- Did not finish school or migrants with- educated
- Have difficulties reading and writing
- Do not speak the local language well;
- Face many challenges (legal, work, family, integration)

Teaching materials must:

- Be easy to understand
- Be culturally respectful, gender based
- Support real-life needs (e.g., health, jobs, forms, migrants rights)

As mentioned, our approach is based on adult education research in Europe, which emphasizes that quality is not only about content, but also about the process of creating, using, and evaluating learning and teaching materials.

We use a simple method:

- 6 quality dimensions (explained below)
- Clear criteria
- Simple tools: checklists, peer reviews, examples

The framework builds on several European references:

- The EQAVET model (European Quality Assurance in Vocational Education and Training),
- The EPAL platform (for adult learning cooperation and professional development),
- And the Erasmus+ principles of inclusion, transparency, participation, and continuous improvement.

We combine these sources with the real needs and learning experiences of Afghan adults in different European countries, which will be explored below

Didactic Claim:

Didactic means related to teaching. Claim means our strong idea or belief. The didactic claim means that we are not just creating a checklist — we are defining a pedagogical vision.

We believe good learning materials must

- Fit the needs of Afghan leaders
- Be in clear, correct Dari and Pashto
- Respect culture, gender and experience
- Support self-learning, active participation and practical skills
- Follow good structure and be easy to use
- Be fact-based and up to date

We want to answer key questions such as:

- What does 'quality' mean in Afghan learning materials?

- How can teaching be both culturally authentic and educationally effective?
- How can we combine traditional Afghan ways of learning with modern adult education methods used in Europe?

Our framework helps us link theory and practice, research and teaching, European standards and Afghan realities.

Derivation of the Six Quality Dimensions

From European adult education research and quality assurance models, we have identified six main quality dimensions:

1. Relevance – The content must match the learners(target group) real-life needs and the Afghan cultural context in Europe.
2. Clarity and Accuracy – Language, translation, and structure must be correct, easy to follow, and free from bias or confusion.
3. Didactic and Methodological Quality – Materials should support active learning, reflection, and participation.
4. Inclusiveness and Accessibility – They should be gender-sensitive, inclusive, and usable by all learners.
5. Structure & Accessibility & Adaptability - Is it easy to read and use, must flexible and adaptable for use in different situations and context over time
6. Evidence and Reliability – Materials should be based on verified information and reliable sources.

Each dimension has small questions (criteria) to check quality, and this we have to do in our workshops

Example Criteria for Each Dimension

Target Group:

- Is the material suitable for people who cannot read well?
- Does it reflect their daily lives (e.g., jobs, health, family)?

Language:

- Is the grammar correct and consistent?
- Are the words clear and not too difficult?

Pedagogy:

- Are there exercises or activities to help learners think and act?
- Are different learning styles included (visual, audio, role play) ?

Gender and inclusion

- Are women and men shown equally ?
- Is the content respectful and stereotypical?

Layout and structure:

- Is the font size big enough?
- Is the visually clear and organized

Evidence

- Are sources shown? Are facts accurate and updated?

Keynote- what is quality Assurance (QA)?

QA means making sure that our learning materials are useful, correct and well made.

How did we Derive the 6 Quality Dimensions?

- 1. Studying how adult education works in Europe
 - - what makes good materials for adult learners
 - - What challenges do afghan learners face in Europe?
- 2. Collecting feedback from Afghan associations
 - - What do teachers and leaders say they need?
 - - What problems are common in Dari and Pashto materials?
- 3. Testing practical tools
 - - check list, peer reviews user- friendly formats
 - -focused on small organizations with limited resources
- 4. Reviewing key European standards PDCA cycle
 - - Focus on inclusion, language, structure,evidence

From European Standards to Afghan Context

We are not copying models like EQAVET directly. Instead, we are translating their logic and structure into something that works for Afghan learners.

For example:

- EQAVET (European Quality Assurance in Vocational Education and Training) uses the PDCA cycle (Plan – Do – Check – Act) for continuous improvement.

In our context, this becomes a practical cycle for Afghan organizations to plan, test, review, and improve their materials.

- From EPALE, we take the principle of professional exchange and peer

review — encouraging Afghan educators in Europe to review each other's materials.

- From Erasmus+, we adopt the values of participation, transparency, and inclusion — ensuring all voices, including women and diaspora communities, are heard.

This combination ensures that our framework is both European in standard and Afghan in spirit.

EQAVET and PDCA Cycle

The EQAVET model is built on the PDCA cycle:

- Plan: Define objectives, indicators, and responsibilities.
- Do: Implement actions and collect data.
- Check: Monitor progress and assess quality.
- Act: Make improvements based on feedback.

This helps us move from one-time projects to a continuous culture of quality improvement.

Link with EPALE and Erasmus+

The EPALE platform connects us with a wider European adult education community and good practices.

The Erasmus+ Programme supports cooperation, innovation, and professional growth across borders.

By aligning with these frameworks, Afghan educators and organizations become part of a shared European quality culture while addressing specific Afghan learner needs.

Application in Afghan Diaspora Context

Many Afghan learners in Europe face barriers such as limited access to education in their mother tongue, lack of culturally appropriate materials, and limited teacher training.

To adapt these standards to the Afghan context:

- We simplify tools for small Afghan organizations
- We focus on real needs of Afghan migrants and refugees
- We respect cultural and language diversity
- We allow flexibility (e.g. for literacy level, trauma, stress, gender roles

- We also encourage peer learning among diaspora educators, building a community of practice.
- Result: A practical quality framework Afghan Associations can really use- not too technical, but still reliable and based on best practices

Next, we will work in groups to test these dimensions on real materials and develop a draft quality checklist for Afghan educators.

Closing of the Opening Session

Co-funded by the
Erasmus+ Programme
of the European Union



Thank you very much for your attention and participation.

Our goal is to create a living quality culture among Afghan educators in Europe — ensuring Afghan learners have high-quality, inclusive, and inspiring learning opportunities in their own languages.

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