

PEDAGOGICAL APTITUDE & ACTIVE LEARNING

EMPOWERING VULNERABLE LEARNERS THROUGH INCLUSIVE PRACTICE

International Afghan Enlightened Women Forum (SE, Malmö)

Presentation

Workshop 3: Pedagogical Quality & Gender Perspective

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Method catalogue & future plans

CONTEXT & PURPOSE WHY THIS MATTERS?

Many migrant women are left
out of adult education due to
language barriers, trauma, or
lack of earlier schooling.

WHAT IS

PEDAGOGICAL

APTITUDE?

Combines teaching skill with empathy,
adaptability, and relevance

Means understanding your learners'
contexts, histories, and needs

Especially important for migrants, low-
literate adults, or those recovering from
trauma

Source: hooks (1994), Wårnestål (2022)

ABOUT US
Inclusive & Empowering Education
Active Learning for Real Impact

Community-Rooted Empowerment

WHAT WE OFFER

ALWAYS

We develop trauma-informed, culturally relevant learning opportunities for Afghan women both in Malmö and

We use practical methods like case studies, role plays, and reflection tasks to make learning engaging, emotional, and transformative.

Through dance, language, and storytelling circles, we build safe spaces where Afghan women can connect, grow, and lead together. LINKED SDGS:

Source: globalgoals, 2025

THEORY TO PRACTICE

PSYCHOLOGICAL FOUNDATIONS OF ADULT

LEARNING:

Self-Determination Theory (Deci & Ryan, 2000)

Adults are most motivated when three psychological needs are met:

- Autonomy – feeling in control
- Competence – feeling capable
- Relatedness – feeling connected

These create intrinsic motivation, essential for long-term learning.

Emotional Safety & Trauma-Informed Learning

Learners with migration or trauma backgrounds need emotionally secure spaces.

Stress affects memory, focus, and participation.

(Carello & Butler, 2014)

Cognitive Load Theory (Sweller, 1998)

Adults can become overwhelmed with too much information at once.

→ Use clear, step-by-step content

→ Integrate visuals, storytelling, and pauses for reflection

Transformative Learning Theory (Mezirow, 2000)

Real learning happens when adults reflect on experiences and shift their worldview.

→ Activities like journaling, group dialogue, and role play help support this process.

WHAT IS COMPETENCY-BASED LEARNING?

FOCUS ON WHAT LEARNERS CAN DO, NOT JUST WHAT THEY KNOW

Learning should be practical and

connected to real life

→ Example: health, parenting, job skills,

language for everyday tasks

Learners bring valuable experiences —

we must build on their strengths

Learning is measured by real outcomes,

not just classroom knowledge

EMPOWERING LEARNERS THROUGH POSSIBILITY &

RECOGNITION

“Tree of Possibilities”

– A Reflective Tool from

the Famnen Project (Masters group project)

- ◆ Helped migrant families visualize their skills,

hopes, and support needs

- ◆ Encouraged goal-setting through branches like

Health, Education, Family, and Work

- ◆ Inspired adult learners to see themselves as

capable and resilient

This method aligns with Competency-Based

Learning:

Focuses on what people can do

Builds from personal experiences and

aspirations

Encourages agency and lifelong learning

Source: Master's student projects, Famnen, 2025AIEWF'S MODEL

FOR INCLUSIVE

EMPOWERMENT

Source: Ai Generated, Chatgpt, 2025HOW WE

USE ACTIVE

LEARNINGHOW WE USE ACTIVE LEARNING AT AIEWF

At the Afghan International Enlightened Women Forum (AIEWF), we use active learning methods to support Afghan women in Sweden and beyond through:

Case Studies

How we use it:

We share real-life situations Afghan women face (e.g., navigating healthcare, parenting challenges, or digital tools).

Participants discuss and suggest possible solutions.

Example:

A young woman can't communicate her symptoms at a clinic due to language barriers.

→ Group discussion on cultural mediators and digital support tools.HOW WE USE ACTIVE

LEARNING AT AIEWF

2. Role Plays (Used in small groups or workshops)

01 Why it works:

How we use it:

02

Participants act out everyday scenarios like applying for housing or attending school meetings.

This helps build confidence, communication skills, and empathy.

Many Afghan women feel silenced or uncertain in public systems. Role plays provide a safe space

to practice and reflect. HOW WE USE ACTIVE LEARNING AT AIEWF

. Reflection Tasks

How we use it:

We ask participants to reflect through writing, drawing, or quiet discussion after each session.

Prompts like: "What did I feel during the discussion?" or "What can I apply to my life?"

Outcome:

Helps women process learning emotionally and culturally — especially important for trauma survivors. RESEARCH-

BASED

INSIGHTS BACHELOR THESIS

CONTRIBUTION

App for immigrant girls

under honor pressure

Qualitative data collection

Nudge Theory, Affordance

Theory, Think Aloud

evaluation

Outcome: Clear, sensitive UX

design for learning autonomy

What is it?

Rah-e-Noor (Path of Light) is a mobile app I

designed as part of my Master's thesis in

Media Technology.

It uses interactive storytelling, gamification,

and cultural metaphors to support Afghan

women's bodily awareness and mental well-

being — without using taboo words or

triggering visuals.

Why is it important?

Many Afghan women avoid health apps due to

shame, low literacy, or fear.

This app teaches topics like menstrual health and

anxiety in a discreet and culturally respectful way.

Who is it for?

Afghan women in Sweden and Afghanistan

Especially those affected by conflict,

displacement, or gender-based stigma

we create safe, empowering spaces for

Afghan women to learn and grow:

Afghan dance classes – Keeping Afghan tradition

Language & storytelling events – Sharing
voices, building connections

Community circles – Safe gatherings for
mutual support and emotional well-being

Our aim: Belonging, safety, and learning together.

FUTURE PLANS AT AIEWF

AI tools for translating learning content

Expand to new refugee groups

More new methods for teaching

How can we make adult learning more meaningful for women who have little or no formal education?