

Workshop Title: Understanding Our Learners – Target Group Analyses and Contextualization

Date: Day 2 of LTTA – Morning Session (9:00 am – 12:00 pm)

Lead Organization: Afghan Cultural Association (Denmark)

Workshop Type: Interactive, hands-on training with practical tools

Workshop Goal (What we want to achieve)

To help Afghan organizations create better teaching and learning materials that fit the real needs, life situations, and education levels of Afghan adult learners in Europe.

Key Terms – Explained in Simple English

Term	Simple Explanation
Target Group	The group of people we are making the learning materials for (in our case, Afghan adults in Europe).
Target Group Analysis	A way to understand who our learners are, what they need, what they already know, and what challenges they face.
Contextualization	Changing or adapting learning materials to fit the real life of the learners (for example: using examples from European everyday life).
Didactic Reduction	Making hard topics easier to understand, using simple words, pictures, or smaller learning steps.

Literacy	The ability to read and write. Many adult learners might not have learned this before.
Participatory Needs Analysis	Asking the learners themselves what they want and need to learn.
Criteria Catalogue	A checklist with important points to look at when we check if materials are good for our learners.

Workshop Structure

9:00 – 9:30 – Welcome & Introduction

- Short round of introductions
- Presentation of the workshop goals
- Why is it important to understand our learners before we create teaching materials?

9:30 – 10:30 – Understanding Our Learners: Target Group Analysis

Step-by-step:

1. Who are Afghan adult learners in Europe?
 - Age groups
 - Education background (many never went to school)
 - Gender roles and family responsibilities
 - Refugee or migration experience
2. What are their learning goals?
 - Learning to read and write
 - Understanding European systems (healthcare, schools, jobs)

- Speaking the local language
- 3. Group Work: Small teams fill out a simple Target Group Profile Sheet (provided as a tool)
 - Questions: What do our learners know? What do they want to learn? What difficulties do they have?

 Output: A filled-in Target Group Profile Sheet that can be used by all partner organizations.

10:30 – 11:00 – Adapting Materials to Fit Learners: Contextualization

Key questions:

- Are the examples and pictures in the materials familiar to the learners?
- Do we use situations from their real lives (e.g. going to the doctor, applying for a job)?
- Are the texts short and clear?
- Do the learners feel respected and included?

Activity:

- Show two examples of learning texts:
 1. One with local, hard-to-understand examples (like from a university)
 2. One with real-life examples (like going to the post office)
- Participants discuss: Which one is better and why?

Output: A list of good topics for Afghan adult learners (based on their life in Europe).

This 1:00 – 11:45 – Didactic Reduction & Literacy: Making Learning Easy

Focus:

- Use simple sentences
- Avoid difficult grammar
- Add pictures or symbols to explain meaning

- Repeat important words
- Break big ideas into small parts

Activity:

- Take a difficult sentence from a real material and work together to simplify it.
- Example: “The healthcare system in Austria provides universal coverage” → “In Austria, all people can go to the doctor.”

Output: A small guide with tips for making text easier (Didactic Reduction Guide)

11:45 – 12:00 – Wrapping Up and Outputs

- Presentation of all outputs:
 1. Target Group Profile Sheet
 2. List of Useful Topics for Afghan Adults
 3. Tips for Simplifying Texts

- Final Output of Workshop 2:

Catalogue of Criteria for Target Group Adequacy – a checklist that helps to review whether materials are made for the real needs of Afghan adult learners.

Catalogue of Criteria for Target Group Adequacy (Draft)

Question

Yes / No / Needs Improvement

Does the material use simple language?

Are there pictures or examples from daily life?

Is the content useful for life in Europe?

Is the material suitable for people who cannot read well?

Does the material consider both men and women's situations?

Is it written with respect for Afghan culture and values?

Were learners involved in making or checking the material?