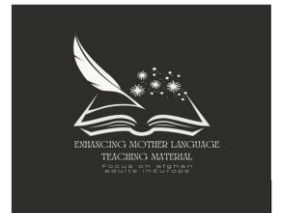


Afghan Solidarity and Cultural Association in Paris

(France)

2024-1-AT01-KA210-ADU-000250093



Date: Day 2 – Afternoon Session, October 2025

Duration: 3 hours (1:30 PM – 4:30 PM)

Location: Linz, Austria

Target Group: Afghan educators, translators, content developers, and quality reviewers



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Participants will understand the:

Language quality, translation standards
& peer review processes.



Language Quality

Language quality refers to the **clarity, correctness, and appropriateness of the language used in a text.** High-quality language ensures the message is **easily understood, professionally presented, and suited** to the target audience.

Language Quality Key Elements:



Grammar and Syntax: Correct structure and usage.



Vocabulary and Terminology: Accurate, consistent, and domain-appropriate.



Style and Tone: Consistent with purpose and audience.



Coherence and Flow: Logical organization and smooth transitions.



Spelling and Punctuation: Error-free and standardized.

Tools for Ensuring Quality:




Editing and proofreading
(manual and AI-assisted).



Style guides (e.g., APA,
Chicago, MLA).



Language Quality Assurance
(LQA) metrics in professional
settings.



Why Language Quality Matters in Diaspora Education?

Language plays a foundational role in education, and this is especially critical in diaspora communities—groups of people living outside their ancestral homelands. In diaspora education, **language quality** refers to the **clarity, accuracy, cultural relevance, and proficiency** with which a language is taught and used in educational settings. Here's why high-quality language instruction matters so much in this context:.....

Output of Language Quality Matters in Diaspora Education



Preservation of Cultural Identity



Cognitive and Academic Development



Intergenerational Communication



Social Belonging and Self-Esteem



Resistance to Language Loss



Empowerment and Representation



Integration Without Assimilation



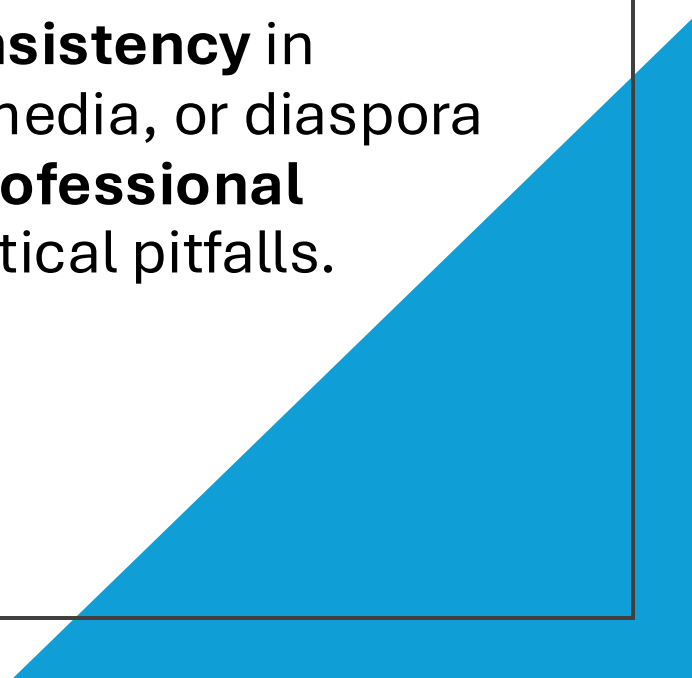


Challenges Faced While Teaching in Dari and Pashto

- Lack of Standardized Teaching Materials
 - Dialectical Differences
 - Limited Teacher Training
 - Mixed-Language Classrooms
 - Low Literacy Rates (Especially in Pashto)
 - Sociopolitical and Language Hierarchies.
 - Lack of Digital Tools and Content
 - Parental Support and Literacy
 - Motivation and Language Attitudes
 - Translation Challenges
-

Translation Standards for Dari and Pashto

Establishing **translation standards** for **Dari** and **Pashto** is essential to ensure **accuracy, cultural sensitivity, clarity, and consistency** in communication—whether in education, government, media, or diaspora contexts. These standards help translators maintain **professional quality** and avoid common linguistic, cultural, and political pitfalls.



Key Element to be consider for Standard Translation

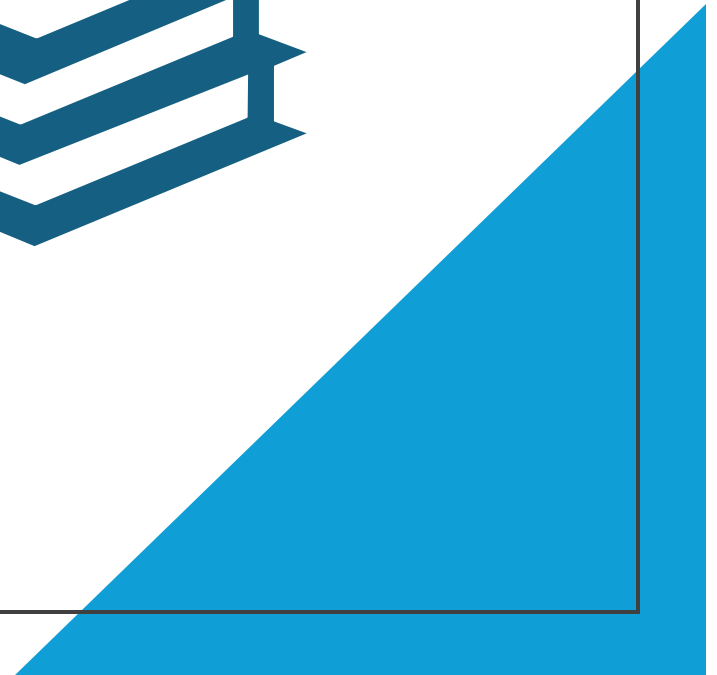
- Accuracy and Faithfulness
- Consistency
- Cultural Sensitivity
- Formal Register & Style
- Correct Orthography and Grammar
- Localization
- Quality Assurance and Review
- Ethical and Political Neutrality
- Digital and Technical Compatibility
- Professional Training and Certification



Tools & Techniques Introduced

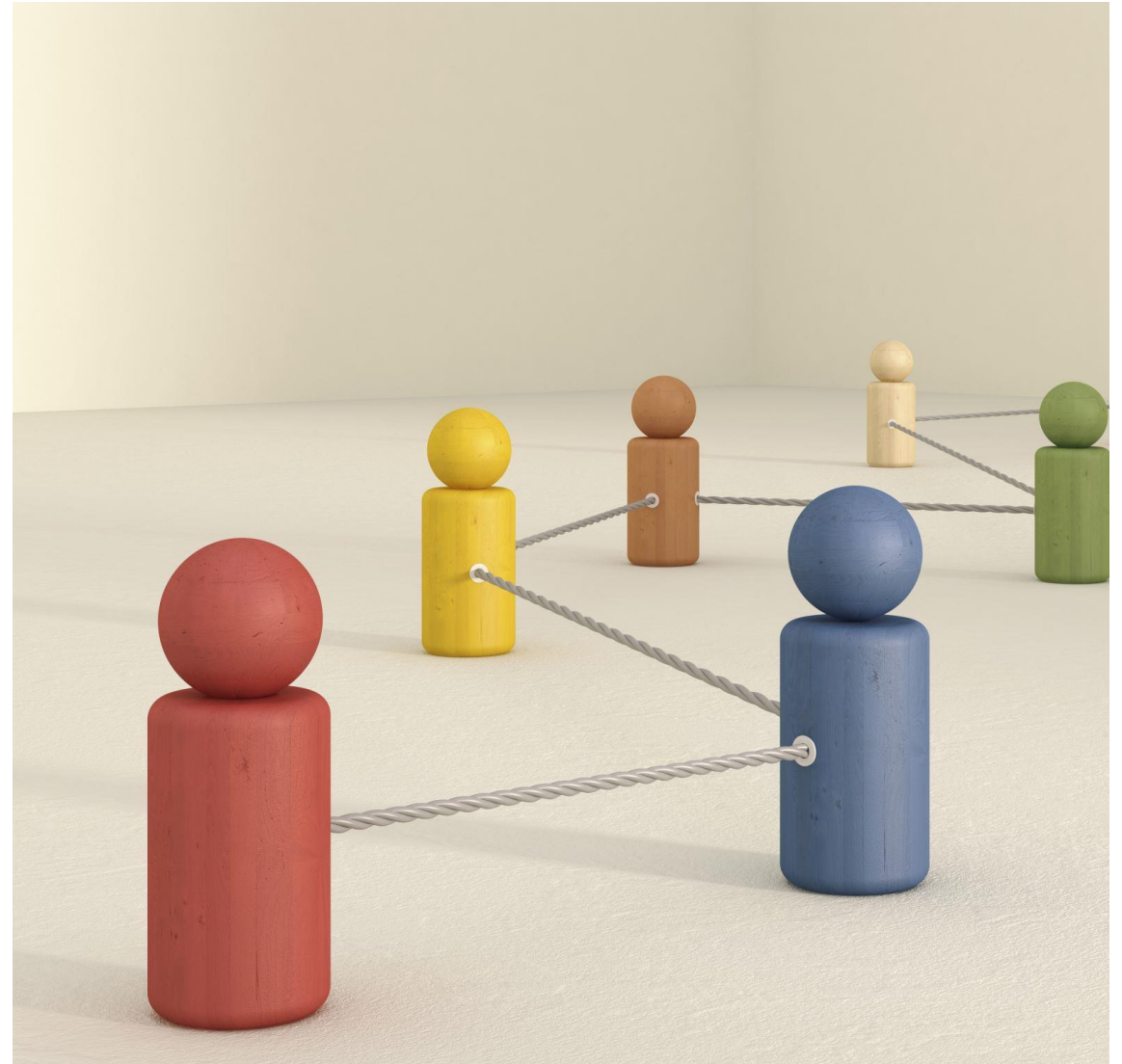
- Valid, Reliable & Comparable Indicators
 - Use standard definitions (Eurostat, OECD, UOE).
 - Ensure cross-country comparability.
 - Combine Quantitative & Qualitative Data
 - Test scores, enrolment, finance (quantitative).
 - Case studies, school inspections, student/teacher surveys (qualitative).
-

Peer Review Scheme for Afghan Teaching Materials



Purpose:

1. Ensure quality, accuracy, and inclusiveness of teaching materials.
2. Align content with national curriculum frameworks and international standards.
3. Detect and avoid bias, errors, or political influence.
4. Promote student-centered, competency-based learning.



Structure of the Scheme



Review
Panel Composition



National experts: Afghan educators, curriculum specialists, linguists.

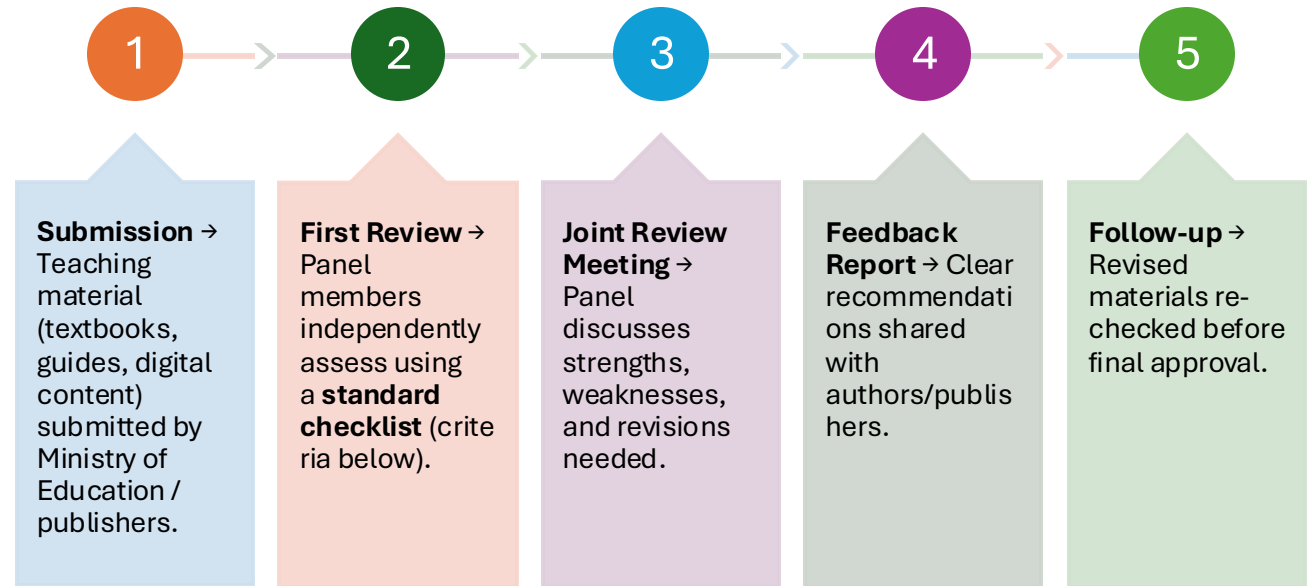


International experts:
From UNESCO, OECD, EU,
or universities.



Community voices:
Teachers, parents, civil
society reps (to ensure
cultural relevance).

Stages of Peer Review:





Review Criteria (Checklist)

- **Accuracy & Reliability** → Content factually correct, up to date.
- **Inclusivity** → Respect for Afghan diversity (ethnic, linguistic, gender, religious).
- **Pedagogical quality** → Age-appropriate, promotes critical thinking, interactive learning.
- **Language & Clarity** → Accessible in Dari, Pashto, and minority languages if needed.
- **Alignment** → Matches national curriculum standards and global education goals (SDG4).
- **Bias check** → Avoids harmful stereotypes or political/ideological manipulation.

Tools & Techniques



Rubrics with scoring scales (e.g., 1–5 for accuracy, inclusivity, clarity).



Training workshops for reviewers to ensure consistent judgments.



Digital peer review platform for transparency and record-keeping.



Regular cycles → Teaching materials reviewed every 3–5 years, or after major reforms.

Expected Outcomes

- Improved **trust and credibility** of teaching materials.
- Greater **equity and cultural sensitivity** in classrooms.
- Capacity building for **Afghan educators and curriculum developers**.
- Foundation for **international recognition** of Afghan education standards.



Participants/ Beneficiaries:

- Independent, transparent review process
 - Panel: Afghan experts + international advisors + community voices
 - Criteria: accuracy, inclusivity, pedagogy, language, alignment, bias check
 - Tools: rubrics, digital review platform, regular cycles
 - Goal: high-quality, inclusive, trusted teaching materials
-



Main References for shaping the slides:

- Eurydice — Structural indicators for monitoring education and training systems in Europe. [Eurydice](#)
 - Eurostat — Education & training database and statistics (enrolment, attainment, tertiary stats). [European Commission+1](#)
 - OECD — PISA and the INES indicators programme (learning outcomes & international comparability). [OECD+1](#)
 - European Commission — Education and Training Monitor (annual comparative report).
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Thank you so much

Any Questions ?

Website: www.afghan-organizations.com

