

# Enhancing the Quality of Teaching and Learning Materials

## Improving Teaching and Learning Materials for Afghan Adult Learners in Europe

---

Project 2024-1-AT01-KA210-ADU-00250093  
Enhancing the Quality of Teaching and Learning Materials  
in Mother languages for Afghan Adult Learners in Europe  
01.09.2024 - 28.02.2026 (18 months)

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





## Table of Contents

1. Introduction .....	2
2. Target Group Orientation .....	3-4
3. Why target group orientation matters.....	5-6
4. Language Quality (Dari/Pashto) .....	7-8
5. Improving Education Resources for Afghan.....	9-10
6. Pedagogical Quality .....	11-12
7. Pedagogical Quality—Summary.....	13-14
8. Cultural & Social Relevance .....	15-16
9. Culturally and Socially Relevant Education for.....	17-18
10. Didactic Structure & Layout .....	19-20
11. Designing Accessible and Inclusive Learning .....	21-22
12. Accuracy & Relevance .....	23–24
13. Accuracy & Relevance Summary .....	25-26
14. Quick Monitoring Tool .....	27-28
15. Imprint .....	29

## Introduction

Enhancing the quality of teaching and learning materials in the mother languages of Afghan adult learners living in Europe is a critical step toward inclusive, effective, and sustainable education. For many Afghan adults, learning in their first language—Dari or Pashto—strengthens comprehension, builds confidence, and creates a meaningful bridge between prior knowledge and new social, cultural, and educational environments.

Adult learners bring rich life experiences, but they also face specific challenges, including interrupted education, limited literacy, migration-related stress, and the need to quickly adapt to unfamiliar systems in European societies. High-quality learning materials must therefore be practical, culturally respectful, gender-sensitive, and closely connected to learners' daily realities.

This brochure presents six key quality criteria designed to guide the development, review, and improvement of teaching and learning materials in Dari and Pashto for Afghan adult learners in Europe. These criteria support educators, material developers, and organizations in creating resources that are learner-centered, pedagogically sound, culturally and socially relevant, and aligned with European adult education and integration frameworks.

The following sections outline each criterion and provide guidance on how quality materials can empower Afghan adult learners to participate actively in social, civic, and economic life.



# 1. Target Group Orientation

## Purpose and Rationale

Target Group Orientation ensures that teaching and learning materials are designed specifically for Afghan adult learners by recognizing their educational backgrounds, cultural contexts, migration experiences, and current realities in Europe. Many learners have experienced interrupted schooling, displacement, and limited access to formal education. Materials must therefore be realistic, supportive, and empowering rather than academic or abstract.

Learning is most effective when new information builds on learners' existing knowledge, values, and lived experiences.

## Understanding the Learners

Afghan adult learners in Europe are a diverse group in terms of age, gender, literacy levels, and previous educational exposure. Some learners may be literate in their mother tongue, while others may have very limited reading and writing skills. Teaching materials must be flexible and adaptable to mixed-ability classrooms.

Materials should:

- Respect learners' dignity and life experience
- Avoid assumptions about prior schooling
- Use clear, simple language and visual support

## Low Literacy and Accessibility Strategies

To support learners with low literacy levels, materials should rely heavily on visual communication and oral interaction.

Key strategies include:

- Use of high-contrast colors, icons, symbols, and images
- Short sentences and familiar vocabulary
- Limited text per page, supported by illustrations
- Step-by-step presentation of information
- Consistent layout and repeated visual patterns

These strategies help learners understand content without feeling overwhelmed or excluded.

## **Practical and Inclusive Learning Design**

### **Gender Sensitivity and Inclusion**

Learning materials must reflect gender equality and inclusion while remaining culturally respectful. Women and men should be equally visible and active in illustrations, dialogues, and examples.

Materials should:

- Show women and men in social, educational, and professional roles
- Avoid stereotypes and discriminatory language
- Encourage participation and confidence among all learners
- Reflect family, community, and workplace diversity

This approach supports equal access to learning and strengthens social inclusion.

### **Focus on Practical Scenarios**

Target-group-oriented materials prioritize real-life communication needs over theoretical or academic content. Lessons should be directly applicable to daily life in Europe.

Examples of practical scenarios include:

- Grocery shopping and understanding prices
- Using public transportation and reading signs
- Communicating with healthcare providers
- Interacting with teachers, employers, and authorities
- Understanding basic rights and responsibilities

Such content empowers learners to function independently and confidently in their new environment.

### **Addressing Life Realities and Transition**

Materials should acknowledge the major transition from Afghanistan to Europe and the challenges that come with resettlement. This includes unfamiliar systems, new social norms, and emotional stress.

### **Effective materials:**

- Introduce European systems gradually and clearly
- Compare familiar practices with new ones respectfully
- Support orientation, confidence, and autonomy
- Avoid culturally insensitive or unrealistic situations

By reflecting learners' real experiences, materials become more meaningful and motivating.

### **Quality Indicators**

Target Group Orientation is successfully achieved when materials:

- Are understandable for learners with low literacy
- Reflect gender balance and cultural respect
- Focus on immediate, real-world needs
- Support integration, independence, and self-confidence

## Why Target Group Orientation Matters

Target Group Orientation is a fundamental principle in the development of effective educational materials for Afghan adult learners living in Europe. It ensures that learning resources are not only linguistically understandable but also socially relevant, culturally respectful, and practically useful for the learners' everyday realities. For many Afghan migrants and refugees, education is not simply an academic exercise; it is a vital tool for rebuilding their lives, understanding new systems, and gaining the confidence needed to participate fully in society. When educational materials are designed with the target group in mind, learning becomes more meaningful, inclusive, and empowering.

Afghan adult learners in Europe often come from diverse educational backgrounds. Some individuals may have completed secondary or higher education in Afghanistan, while others may have experienced interrupted schooling due to conflict, displacement, or economic challenges. In many cases, learners may possess valuable life experience and practical knowledge but lack formal literacy skills. Because of this diversity, educational materials must remain flexible and adaptable. Teaching approaches that assume a uniform level of education can unintentionally exclude learners who require additional support. Target Group Orientation therefore encourages educators and content developers to recognize and respect the varied experiences and learning needs present within Afghan diaspora communities.

A key component of this approach is the use of clear, simple, and accessible language. For learners with limited literacy, long texts and complex grammatical structures can create barriers to understanding. Educational materials should therefore prioritize short sentences, familiar vocabulary, and visual explanations. The integration of images, symbols, and consistent layouts allows learners to process information more easily and reduces the cognitive burden associated with reading. When visual communication supports written content, learners can connect meaning with context, making the learning process more engaging and less intimidating.

Another essential aspect of Target Group Orientation is the emphasis on practical, real-life learning situations. Adult learners are often motivated by the immediate relevance of educational content to their daily lives. Lessons that focus on everyday scenarios such as visiting a doctor, using public transportation, shopping in a supermarket, or communicating with teachers and employers provide learners with knowledge that can be directly applied outside the classroom. This practical orientation strengthens learners' independence and helps them navigate social, administrative, and professional environments in their host countries. By addressing real-life communication needs rather than abstract theoretical topics, educational materials become more useful and empowering.

Gender sensitivity and inclusiveness are also critical elements of target-group-oriented design. Afghan communities in Europe include both men and women who may have experienced different educational opportunities and social expectations. Educational materials should therefore ensure balanced representation and avoid reinforcing stereotypes. Illustrations, dialogues, and learning examples should depict women and men participating equally in social, educational, and professional roles. Such representation encourages active participation from all learners and supports a learning environment based on equality, respect, and mutual understanding.

Furthermore, the learning process must acknowledge the emotional and social realities faced by many Afghan migrants and refugees. Resettlement in a new country often involves adjusting to unfamiliar systems, cultural norms, and institutional structures. Learners may experience uncertainty, stress, or feelings of disconnection from their previous environments. Educational materials that gently introduce European systems such as healthcare, education, employment, and public administration help learners better understand their new surroundings. At the same time, these materials should respect learners' cultural identities and previous experiences, avoiding comparisons that could appear judgmental or insensitive. Instead, a balanced approach that respectfully connects familiar practices with new ones can support smoother adaptation and stronger confidence.

Accessibility strategies are particularly important when working with learners who have limited reading and writing skills. Visual communication techniques such as icons, pictograms, and step-by-step instructions can make complex information easier to understand. Consistent design elements, including repeated patterns and clear page structures, help learners navigate materials more comfortably. When content is presented gradually and logically, learners are able to absorb new information at a manageable pace. This approach reduces frustration and promotes sustained engagement with the learning process.

Target Group Orientation also encourages educators and organizations to continuously evaluate and improve their teaching materials. Feedback from learners themselves plays an important role in this process. Adult learners possess valuable insights into which topics are most relevant to their daily lives and which learning approaches are most effective for them. By involving learners in discussions about content relevance, clarity, and usability, organizations can refine their materials and ensure they remain aligned with real community needs.

In the broader context of diaspora education, the development of target-group-oriented materials contributes to stronger social integration and community empowerment. When learners are able to understand essential information, communicate effectively, and navigate their new environment independently, they gain confidence and a greater sense of belonging. Education becomes a pathway not only to knowledge but also to social participation, economic opportunity, and personal development.

Ultimately, Target Group Orientation reflects a commitment to learner-centered education. It places the needs, experiences, and aspirations of Afghan adult learners at the center of the educational process. By combining accessible language, practical scenarios, gender-inclusive representation, and culturally respectful content, educational materials can support meaningful learning experiences that truly empower learners. Such an approach strengthens the capacity of Afghan diaspora organizations to provide high-quality education and contributes to the creation of inclusive, supportive, and resilient communities across Europe.



## 2. Language Quality (Dari/Pashto)

### What Is Language Quality?

Language quality refers to the clarity, correctness, consistency, and appropriateness of Dari and Pashto used in teaching and learning materials. In mother-tongue education, it is a fundamental criterion because it directly affects learners' comprehension, literacy development, and confidence. For Afghan adult learners in Europe, materials must use accurate, standardized, and region-neutral language that can be easily understood by learners from diverse linguistic and regional backgrounds.

### Objective

The aim is to provide a high standard of linguistic instruction that is both formal—accurate, correct, and standardized—and functional, meaning practical and usable in everyday life.

### Key Principles of High Language Quality

High-quality materials should:

- Use grammatically correct and culturally accepted Dari and Pashto
- Apply standard and neutral language varieties understood across regions
- Avoid overly complex vocabulary, especially for beginners
- Introduce new terminology gradually and systematically
- Maintain consistency in spelling, terminology, and language register
- Use inclusive and respectful language, free from bias or stigmatization

Clear and well-structured language helps learners understand, participate, and progress with confidence, making learning more effective and empowering.



## **Grammar, Vocabulary, and Standardization**

### **Grammar & Syntax**

Materials should use Standard Dari (commonly based on Kabul norms) and Standard Pashto (commonly based on Kandahar or Nangarhar norms). Correct sentence structure, punctuation, and script usage are essential, while unnecessary complexity in grammatical explanations should be avoided.

### **Vocabulary Selection**

A balance between formal written language and everyday spoken language is crucial. Learners should be able to communicate in daily life while also understanding formal contexts. Excessively academic or literary language should be minimized to ensure accessibility.

### **Loanwords and European Context**

Teaching materials should address European and local terms that learners encounter in daily life, such as employment, administrative, health, education, and public service vocabulary. Loanwords should be naturally integrated into Dari or Pashto sentences, clearly explained with examples, and used consistently throughout the material.

### **Dialect Awareness and Linguistic Diversity**

While prioritizing the standard language, quality materials should respect regional and dialectal diversity. Common regional variations can be mentioned where relevant, using footnotes or short notes to avoid learner confusion. The goal is to promote mutual intelligibility rather than privileging any single regional variety.

### **Quality Statement**

Strong language quality improves comprehension, supports literacy development, builds learner confidence, and strengthens the use of Dari and Pashto in both formal and informal settings. Clear language empowers learners to communicate, integrate, and participate actively in their new environments.

## Improving Educational Resources for Afghan Diaspora Learners

The development of high-quality educational materials for Afghan diaspora communities in Europe requires a comprehensive and well-coordinated approach that integrates linguistic quality, cultural awareness, gender sensitivity, and evidence-based content development. The workshops presented throughout this program collectively demonstrate that effective learning materials are not created by chance, but through structured processes that involve careful planning, collaboration, and continuous quality assurance.

One of the central insights highlighted in the sessions is the critical importance of language quality and translation standards in Dari and Pashto. For many Afghan learners in the diaspora, mother-language materials serve as a bridge to understanding complex systems in their host countries. When translations are inaccurate, overly literal, or linguistically inconsistent, they can create confusion and reduce learners' confidence. Therefore, the establishment of clear translation standards, terminology management practices, and peer review mechanisms is essential. By implementing structured peer review cycles and shared glossaries, organizations can significantly improve the clarity, consistency, and cultural appropriateness of educational resources.

Equally important is the emphasis on understanding the learners themselves. Afghan adult learners in Europe often come from diverse educational backgrounds, with varying levels of literacy and language proficiency. Some may have limited formal schooling, while others may be multilingual but unfamiliar with the educational systems of their host countries. Through systematic target group analysis and contextualization of learning materials, educators can ensure that the content is relevant to learners' real-life experiences. Approaches such as didactic reduction, simplified language, and practical examples from daily life help make complex information more accessible and meaningful.

Another crucial element addressed in the workshops is the need for timeliness and evidence-based information. Educational materials used within diaspora communities frequently address topics such as legal rights, healthcare systems, employment opportunities, and public services. In these areas, outdated or unverified information can lead to misunderstandings and practical difficulties for learners. For this reason, the use of reliable sources, official publications, and regularly updated content is vital. Teaching learners how to evaluate information sources also contributes to stronger information literacy, enabling them to independently assess the credibility of the information they encounter.



Gender mainstreaming further strengthens the quality and inclusiveness of educational materials. Afghan refugee women often face multiple barriers, including language limitations, family responsibilities, and limited access to educational opportunities. By integrating gender-sensitive perspectives into learning materials and teaching approaches, organizations can promote equal participation and empowerment. Educational resources that represent both women and men in diverse social roles contribute to more inclusive learning environments and support the broader goal of social integration.

In addition to linguistic and pedagogical considerations, modern educational frameworks such as Universal Design for Learning (UDL) and visual literacy offer innovative strategies for making learning more accessible and engaging. By providing multiple means of representation through text, images, audio, and interactive tools educators can address different learning styles and cognitive preferences. Digital tools and artificial intelligence platforms further support this process by enabling educators to create visual materials, multimedia explanations, and multilingual resources more efficiently.

The outputs generated through these workshops such as peer review schemes, translation checklists, criteria catalogues for target group adequacy, and guidelines for evidence-based materials represent practical tools that partner organizations can immediately apply within their educational activities. When these tools are shared across organizations and integrated into common platforms, they contribute to the creation of a collective quality framework for Afghan diaspora education across Europe.

Ultimately, the success of these initiatives depends on collaboration among educators, translators, community organizations, and learners themselves. When educational materials are designed with attention to language quality, cultural context, gender equality, and reliable information sources, they become powerful instruments for empowerment and integration. By continuing to develop and apply these quality standards, Afghan diaspora organizations can strengthen educational opportunities, promote social inclusion, and support the long-term development of resilient and informed communities throughout Europe.

### **3. Pedagogical Quality**

#### **Purpose and Educational Objective**

Pedagogical Quality refers to how learning materials support effective, meaningful, and learner-centered education. The objective is to move away from rote memorization and passive learning toward approaches that actively engage Afghan adult learners, build practical skills, and strengthen their confidence to use language independently in real-life situations.

High-quality pedagogical design recognizes adult learners as capable individuals with valuable life experience and encourages active participation rather than repetition without understanding.

#### **From Rote Memorization to Empowered Learning**

Traditional memorization-based learning often limits learners' ability to apply language in real situations. Pedagogically strong materials focus instead on understanding, practice, and application.

Empowered learning materials:

- Encourage learners to think, choose, and respond
- Promote problem-solving and decision-making
- Allow learners to express personal experiences and opinions
- Build confidence through successful communication

This approach prepares learners to act independently in everyday social and institutional contexts.

#### **The Empowerment Concept in Practice**

Empowerment is central to pedagogical quality. Learning activities should require learners to actively engage with content rather than simply repeat it.

Examples of empowerment-based activities include:

- Choosing appropriate responses in dialogues
- Solving everyday problems through guided tasks
- Matching situations with correct actions
- Completing forms or instructions with support

These exercises help learners gain confidence in their ability to navigate daily life in Europe.

## **Multi-Sensory and Structured Learning Design**

### **Multi-Sensory Learning Approach**

Effective learning materials address different learning styles by engaging multiple senses. This is particularly important for adult learners with limited literacy.

#### **Visual Learning:**

- Charts, symbols, and clear illustrations
- Color-coded grammar and vocabulary
- Photos representing real-life situations

#### **Auditory Learning:**

- QR codes linking to audio recordings of dialogues and texts
- Clear pronunciation models spoken at a natural pace
- Repetition opportunities for listening and speaking

#### **Kinesthetic Learning:**

- Role-playing exercises (e.g., a doctor's appointment or job interview)
- Classroom movement and interaction
- Hands-on tasks such as arranging dialogue cards

This combination strengthens comprehension, memory, and learner engagement.

### **Scaffolding and Learning Progression**

Scaffolding ensures that learners are not overwhelmed and can progress at a comfortable pace. Tasks should be structured from simple to more complex.

Effective scaffolding includes:

- Introducing basic vocabulary before full sentences
- Modeling examples before independent practice
- Moving from guided activities to freer communication
- Repeating key concepts in different contexts

This gradual progression reduces frustration and supports long-term learning success.

### **Quality Indicators**

Pedagogical Quality is achieved when materials:

- Promote active participation rather than memorization
- Support learner autonomy and confidence
- Use multi-sensory teaching methods
- Follow a clear and gradual learning progression
- Enable learners to apply language in real-life situations



## Pedagogical Quality and Gender Perspective – Summary

Pedagogical aptitude and active learning approaches play a vital role in empowering vulnerable learners, particularly within migrant and refugee communities. For Afghan learners in Europe, education is not only about acquiring knowledge but also about rebuilding confidence, strengthening social participation, and creating pathways toward integration and personal development. Inclusive teaching practices ensure that learning environments are supportive, respectful, and accessible for all participants regardless of their educational background, gender, literacy level, or migration experience.

One of the key insights of this workshop is that effective teaching requires more than subject knowledge; it requires pedagogical sensitivity and an understanding of learners' diverse needs. Many Afghan adult learners face significant barriers such as interrupted education, language difficulties, trauma from displacement, or limited familiarity with formal learning environments. Educators and facilitators must therefore adopt flexible teaching methods that prioritize clarity, empathy, and learner engagement. Active learning methods such as group discussions, problem-solving activities, role plays, and collaborative exercises help learners become active participants rather than passive recipients of information. These approaches encourage critical thinking, build confidence, and allow learners to connect new knowledge with their real-life experiences.

Inclusive pedagogy also emphasizes the importance of recognizing and valuing learners' existing knowledge and cultural backgrounds. Afghan communities possess rich traditions, experiences, and skills that can contribute positively to the learning process. When educators create opportunities for learners to share their perspectives and experiences, education becomes more participatory and meaningful. This approach strengthens mutual respect within the classroom and fosters a sense of belonging, which is essential for learners who may feel marginalized in their host societies.

Furthermore, empowering vulnerable learners requires special attention to gender equality and accessibility. Women, particularly within refugee communities, may face additional obstacles such as childcare responsibilities, social expectations, or limited previous access to education. Inclusive educational practices should therefore ensure equal participation by creating safe learning environments, encouraging women's voices, and adapting teaching methods to accommodate diverse circumstances. Flexible schedules, culturally sensitive materials, and supportive peer-learning structures can significantly increase women's engagement and participation.

Another important element of inclusive practice is the use of varied teaching tools and learning formats. Visual materials, simplified language, storytelling, and digital resources can make learning more accessible to individuals with different literacy levels and learning preferences. Active learning strategies combined with visual and practical examples help transform complex concepts into understandable and relatable knowledge. This approach aligns with modern educational frameworks that emphasize learner-centered teaching and multiple pathways to understanding.

The workshop also highlights the responsibility of educators to continuously reflect on and improve their pedagogical practices. Teaching vulnerable learners requires patience, adaptability, and ongoing learning from both educators and participants. By sharing experiences, evaluating teaching materials, and exchanging best practices among organizations, educators can strengthen their ability to support diverse learners effectively.

Ultimately, pedagogical aptitude and active learning are powerful tools for empowerment. When vulnerable learners are given opportunities to actively engage in their education, express their ideas, and develop practical skills, they gain not only knowledge but also confidence and independence. Education then becomes a transformative process that supports personal growth, community participation, and successful integration into wider society.

Through inclusive and participatory teaching methods, Afghan diaspora organizations can play a crucial role in creating educational environments where every learner feels valued, supported, and capable of contributing to their communities. Such efforts contribute not only to individual empowerment but also to the development of stronger, more inclusive societies across Europe.



## 4. Cultural & Social Relevance

### What Is Cultural & Social Relevance?

Cultural and social relevance refers to how well teaching and learning materials respect Afghan cultural identity while reflecting the social realities of life in Europe. Learning is most effective when new knowledge connects with learners' familiar values, experiences, and social norms. Culturally and socially relevant materials help learners feel seen, respected, and included, providing a strong foundation for motivation and engagement.

### Objective

The goal is to serve as a bridge between learners' cultural heritage and their new social environment in Europe, supporting integration without loss of identity.

### Core Principles

High-quality materials should:

- Respect Afghan cultural identity, traditions, and social values
- Use culturally sensitive and inclusive language
- Avoid stereotypes, harmful norms, or offensive content
- Promote dignity, belonging, and mutual respect
- Recognize learners as active members of both Afghan and European communities

### Promoting Positive Social Values

Teaching materials should actively encourage:

- Mutual respect and tolerance
- Gender equity and inclusion
- Social cohesion and community participation
- Respectful communication and cooperation

These values support both personal empowerment and successful integration.

## **Reflecting Real-Life Social Contexts**

Materials should present everyday situations Afghan adults face in Europe, such as:

- Visiting health centers and hospitals
- Communicating with schools and teachers
- Workplace interaction and professional conduct
- Participation in community and civic life

Using realistic scenarios increases relevance, understanding, and learner confidence.

## **Navigating European Systems**

High-quality materials should explain not only how systems work but also why they function as they do. Examples include:

- The importance of punctuality in education and employment
- Basic rights and responsibilities in the workplace
- How healthcare, education, and public services operate

Clear explanations reduce confusion and enable learners to participate confidently and responsibly.

## **Religious and Cultural Sensitivity**

Materials must:

- Respect Islamic values and religious practices
- Use inclusive and non-judgmental language
- Explain the secular nature of European public institutions respectfully and accurately
- Avoid framing cultural differences as conflicts

This approach promotes understanding, respect, and coexistence.

## **Avoiding Stereotypes and Bias**

High-quality materials:

- Avoid negative or simplistic portrayals of Afghan or European cultures
- Do not reinforce discriminatory attitudes or harmful traditions
- Highlight diversity within Afghan communities and European societies
- Encourage critical reflection rather than cultural judgment

## **Quality Statement**

Culturally and socially relevant materials strengthen learners' sense of belonging and dignity, increase motivation and engagement, support meaningful integration and participation, and connect learning directly with real life. Learning is most effective when it reflects learners' lives, values, and social realities.



## Culturally and Socially Relevant Education for Afghan Adults in Europe

Cultural and social relevance is a cornerstone of effective educational material development for Afghan adult learners in Europe. It ensures that learning content not only transfers knowledge but also builds a meaningful connection between learners' cultural identity and their new social environment. For many Afghan migrants and refugees, education plays a dual role: it supports integration into European societies while preserving a sense of identity, dignity, and belonging. When materials reflect both cultural familiarity and social reality, they create a balanced and empowering learning experience.

At the heart of culturally and socially relevant education lies respect. Afghan learners bring with them deeply rooted cultural values, traditions, and belief systems that shape how they understand the world. Educational materials that acknowledge and respect these elements foster trust and engagement. When learners feel that their identity is recognized rather than ignored or replaced, they are more open to learning and adapting to new contexts. This respectful approach strengthens motivation and creates a safe learning environment where individuals feel valued and included.

Equally important is the ability of educational materials to reflect the real-life social contexts that learners encounter in Europe. Afghan adults must navigate a wide range of everyday situations, from accessing healthcare services and communicating with schools to engaging in the workplace and participating in community life. Materials that include realistic and relatable scenarios help learners develop practical skills that can be applied immediately. This relevance not only improves understanding but also increases learners' confidence in interacting with their new environment.

Cultural and social relevance also requires a careful and balanced approach to explaining European systems and values. Learners need to understand not only how systems such as education, healthcare, and employment function, but also why they operate in particular ways. Concepts like punctuality, individual responsibility, and institutional processes may differ from what learners are accustomed to. When these differences are explained clearly and respectfully, without judgment or comparison, learners can better adapt and participate effectively. This approach supports integration while maintaining respect for cultural diversity.

Another critical dimension is the promotion of positive social values. Educational materials should actively encourage mutual respect, tolerance, gender equality, and inclusive participation. These values are essential for building cohesive communities and supporting peaceful coexistence within diverse societies. By presenting both men and women in active and equal roles, and by encouraging respectful communication and cooperation, materials can contribute to a more inclusive and empowering learning environment. This is particularly important for learners who may face social or cultural barriers to participation.

Religious and cultural sensitivity further enhances the quality and acceptance of educational content. For Afghan learners, religion often plays a significant role in daily life and personal identity. Materials that respect Islamic values while also explaining the secular nature of European institutions can help bridge potential gaps in understanding. Using neutral, inclusive, and non-judgmental language ensures that learners do not feel alienated or misunderstood. Instead, they are supported by navigating differences with confidence and respect.

Avoiding stereotypes and bias is essential to maintaining the integrity and effectiveness of educational materials. Simplistic or negative portrayals of either Afghan or European cultures can lead to misunderstanding and disengagement. High quality materials should reflect diversity within both societies, highlighting different perspectives, experiences, and ways of life. Encouraging critical thinking rather than judgment allows learners to explore cultural differences constructively and develop a more nuanced understanding of their environment.

Ultimately, culturally and socially relevant materials serve as a bridge connecting past experiences with present realities and future opportunities. They enable learners to maintain their cultural identity while gaining the knowledge and skills needed to succeed in their new context. This balance is key to fostering both personal empowerment and social integration.

When educational content is aligned with learners' cultural values and social experiences, it becomes more than just information it becomes meaningful, engaging, and transformative. Such materials strengthen learners' sense of belonging, increase their motivation to learn, and support their active participation in society. For Afghan diaspora communities across Europe, this approach contributes to the development of inclusive, respectful, and resilient educational environments that benefit both individuals and society.



## 5. Didactic Structure & Layout

### What Is Didactic Structure & Layout?

Didactic structure and layout refer to how learning content is organized, sequenced, and visually presented to support effective learning. For Afghan adult learners—especially those with varying literacy levels—a clear structure and accessible layout are essential for comprehension, confidence, and independent learning.

Well-designed materials reduce confusion and help learners focus on meaningful learning, rather than struggling with format or navigation.

### Objective

To reduce cognitive load and support learning through clear, predictable, and learner-friendly organization.

### Core Structural Principles

High-quality materials should:

- Follow a clear and logical structure
- Use well-defined sections, headings, and learning units
- Present content in manageable portions
- Avoid overcrowded pages and excessive text

Maintain consistent layout and formatting throughout the material

Clear structure helps learners understand *what* to learn, *how* to learn, and *where* to focus.

### Consistent Lesson Cycle

Each unit should follow a predictable learning sequence:

1. **Warm-up** – Activate prior knowledge and experience
2. **Input** – Introduce new words, concepts, or skills
3. **Practice** – Controlled exercises and guided activities

Transfer – Apply learning to real-life situations

This cycle supports understanding, retention, and practical use.

## Visual Design and Accessibility

Accessible layout is essential for adult learners with low literacy or visual challenges.

Quality materials should:

- Use simple, readable fonts suitable for Dari and Pashto scripts
- Prefer sans-serif fonts (e.g. Arial, Calibri) for clarity
- Use 14-point font or larger for improved readability
- Leave sufficient white space to avoid visual overload

## Use of Visual Aids

Visual elements should support learning, not distract from it.

Effective materials include:

- Icons and symbols for instructions
- Images and illustrations to explain concepts
- Tables and diagrams to organize information
- Color coding to highlight key points
- Visuals are especially important for low-literacy and semi-literate learners.

## Unit Components

Each learning unit should clearly include:

- Learning objectives
- Main content
- Practice activities
- Summary and key points

This structure helps learners review and reinforces understanding.

## Consistency and Navigation

High-quality layout ensures:

- Consistent use of icons and symbols
- Uniform formatting of headings and exercises
- Clear navigation across pages and units

Consistency improves usability and reduces learner frustration.

## Quality Statement

Strong didactic structure and accessible layout:

- Improve comprehension
- Reduce cognitive overload
- Support learner independence
- Increase confidence and motivation

Clear structure supports independent and confident learning.

## **Designing Accessible and Inclusive Learning: Didactic Structure for Afghan Adult Education in Europe**

Didactic structure and layout are essential components in the development of effective and inclusive educational materials for Afghan adult learners in Europe. They determine not only how content is presented but also how easily it can be understood, navigated, and applied. For learners with diverse educational backgrounds particularly those with limited literacy or interrupted schooling a clear, well-organized structure is critical. When materials are thoughtfully designed, they reduce confusion, enhance comprehension, and empower learners to engage more confidently with the learning process.

A strong didactic structure provides learners with a clear pathway through the content. By organizing materials into logical sections with defined headings and manageable units, educators create a sense of orientation and predictability. Learners are better able to understand what they are learning, why it is important, and how each part connects to the whole. This clarity is especially important for adult learners who may feel uncertain in formal learning environments. A structured approach helps reduce cognitive overload, allowing learners to focus on meaning rather than struggling with disorganized or overwhelming content.

The use of a consistent lesson cycle further strengthens the learning experience. A sequence that begins with a warm-up, followed by input, practice, and real-life application, mirrors how adults naturally learn and retain information. Activating prior knowledge at the beginning of a lesson helps learners connect new information with their existing experiences. Introducing new concepts in a clear and simple manner builds understanding, while guided practice reinforces learning. Finally, applying knowledge to real-life situations ensures that learning is practical and relevant. This structured progression supports both retention and confidence, enabling learners to use their skills beyond the classroom.

Equally important is the visual layout of educational materials. Accessibility in design is not merely an aesthetic consideration; it directly impacts learners' ability to engage with content. Clear fonts, appropriate font sizes, and sufficient spacing between lines and sections make reading more comfortable and less intimidating. For Dari and Pashto learners, selecting readable and familiar font styles is particularly important. A clean layout with adequate white space prevents visual overload and allows learners to process information step by step.



Visual aids play a crucial role in supporting understanding, especially for learners with low or emerging literacy skills. Icons, symbols, images, and diagrams can communicate meaning quickly and effectively, often bridging gaps that text alone cannot address. When used appropriately, visuals enhance comprehension and make learning more interactive and engaging. However, it is important that these elements remain purposeful and supportive, rather than decorative or distracting. Well-designed visuals guide learners' attention and reinforce key concepts.

Consistency across materials is another key factor in effective didactic design. When learners encounter familiar patterns such as repeated icons, uniform headings, and predictable exercise formats they can navigate content more easily. This consistency reduces the effort required to understand how materials work, allowing learners to concentrate on the content itself. Clear navigation between pages and units also supports independent learning, enabling learners to revisit topics, review key points, and progress at their own pace.

Each learning unit should include essential components such as clear objectives, main content, practice activities, and a summary. This structure not only supports learning during the lesson but also facilitates revision and reflection. When learners can easily identify what they have learned and how it applies to their lives, their sense of achievement and motivation increases. Structured units provide a complete and coherent learning experience, reinforcing both understanding and retention.

Ultimately, effective didactic structure and layout contribute significantly to learner empowerment. By reducing complexity and presenting information in an accessible and organized manner, educational materials become more inclusive and user-friendly. Learners gain the confidence to engage independently with content, practice new skills, and apply their knowledge in real-life contexts.

In the context of Afghan diaspora education, where learners often face multiple challenges, the importance of clear structure and accessible design cannot be overstated. Well-designed materials support not only learning outcomes but also dignity, confidence, and participation. They transform education into a supportive and empowering process, enabling learners to take control of their learning journey and actively participate in their new social and educational environments.



## 6. Accuracy & Relevance

### What Is Accuracy & Relevance?

Accuracy and relevance refer to the extent to which teaching and learning materials are factually correct, current, and aligned with learners' real-life needs and contexts. For Afghan adult learners in Europe, accurate information is essential to ensure trust, safety, and effective integration.

Errors, outdated information, or misleading content can cause confusion, reduce confidence, and negatively affect learners' daily lives.

### Objective

To ensure that all information provided is factually sound, legally safe, and contextually appropriate, supporting informed decision-making and meaningful learning.

#### Core Principles

High-quality materials must:

- Contain accurate and error-free information
- Be linguistically, conceptually, and factually correct
- Avoid outdated, misleading, or inappropriate content
- Reflect learners' real-life situations and needs
- Build trust through reliability and transparency

Accuracy is not optional—it is a core responsibility in adult education.

### Alignment with European Contexts

Teaching and learning materials should be aligned with:

- Adult education principles in Europe
- Integration and inclusion frameworks
- Current social, cultural, and institutional realities

This alignment ensures that learning supports practical participation in European societies.

## Legal and Institutional Accuracy

Materials that address legal or institutional topics must be handled with particular care.

Quality materials should:

- Verify information related to residency, work permits, education, healthcare, and social benefits
- Reflect current laws and regulations (2025–2026) where relevant
- avoid giving legal advice beyond general guidance

Where possible, materials should include:

- Contact details (phone numbers, websites) of official authorities

References to trusted NGOs or public institutions. This helps learners access official and updated information.

## Currency and Real-Life Relevance

To remain relevant, materials must:

- Reflect current prices, systems, and procedures (e.g. public transport, services)
- Avoid examples based on outdated textbooks or past contexts
- Use realistic scenarios from learners' daily lives

Up-to-date content increases usefulness and learner confidence.

## Review, Feedback, and Updating

High-quality materials are not static.

They should be:

- Regularly reviewed and updated
- Improved based on feedback from:
  - Learners
  - Educators and facilitators
  - Subject-matter experts

Continuous review ensures long-term relevance and quality.

## Quality Statement

Accurate and relevant materials:

- Build trust and credibility
- Support informed decision-making
- Enhance learning effectiveness
- Contribute to social inclusion and empowerment

Accurate content builds trust. Relevant content makes learning meaningful.



## **Building Trust Through Accurate and Relevant Learning**

Accuracy and relevance are fundamental pillars in the development of high-quality educational materials for Afghan adult learners in Europe. They ensure that learning content is not only correct and reliable but also meaningful and directly applicable to learners' daily lives. For individuals navigating new social, legal, and institutional environments, access to accurate information is essential. It builds trust, supports informed decision making, and enables learners to interact confidently with systems that affect their well-being and integration.

At the core of effective education lies the responsibility to provide factually correct and up-to-date information. Inaccurate or outdated content can lead to serious misunderstandings, particularly when materials address sensitive areas such as legal rights, healthcare access, employment regulations, or social services. For Afghan learners, who may already face uncertainty and complexity in adapting to a new environment, reliable information is critical. Educational materials must therefore be carefully developed, reviewed, and verified to ensure that all content is linguistically, conceptually, and factually sound.

Relevance is equally important in ensuring that learning is effective and engaging. Educational content should reflect the real-life situations and immediate needs of learners, rather than relying on abstract or outdated examples. When materials address practical topics such as accessing public services, understanding workplace expectations, or navigating local systems they become directly useful and empowering. This relevance increases learners' motivation and helps them apply knowledge in real-world contexts, strengthening both independence and confidence.

Alignment with the European context further enhances the quality and usefulness of educational materials. Afghan learners must understand not only new languages but also new systems, norms, and expectations within their host countries. Materials should therefore reflect current social realities, frameworks, and adult education principles in Europe. This alignment ensures that learning supports active participation in society and prepares learners to engage effectively with institutions and communities.



Attention must be given to legal and institutional accuracy. Topics such as residency status, work permits, healthcare rights, and education systems require precise and carefully verified information. Educational materials should avoid offering specific legal advice beyond general guidance, while still providing clear and accessible explanations. Where possible, including references to official sources such as government websites, public institutions, or trusted organizations allows learners to access updated and authoritative information independently. This approach not only enhances accuracy but also promotes information literacy and self-reliance.

Maintaining the currency of educational materials is another critical aspect of quality. Social systems, regulations, and everyday conditions such as prices, services, and procedures change over time. Materials must therefore be regularly reviewed and updated to remain relevant. Outdated examples or references can reduce the usefulness of content and create confusion for learners. By ensuring that information reflects current realities, educators can provide learners with practical and reliable knowledge that supports their daily lives.

Continuous review and improvement processes are essential for sustaining accuracy and relevance. High-quality materials are not static; they evolve through feedback and evaluation. Input from learners, educators, and subject-matter experts provides valuable insights into how materials function in practice. Learners can highlight areas that are unclear or irrelevant, while educators and experts can identify inaccuracies or gaps in content. This collaborative approach ensures that materials remain responsive to changing needs and contexts.

Ultimately, accurate and relevant educational materials contribute significantly to learner empowerment. When learners trust the information they receive, they are more likely to engage actively with the learning process and apply their knowledge with confidence. Reliable content supports better decision-making, reduces uncertainty, and enhances learners' ability to navigate complex systems independently.

In the context of Afghan diaspora education, accuracy and relevance are not optional they are essential responsibilities. They form the foundation of credible, effective, and meaningful learning. By prioritizing these principles, educators and organizations can create materials that not only inform but also empower learners to build stable, informed, and independent lives in their new environments. Accurate content builds trust, and relevant content transforms learning into a practical and impactful experience.

## Quick Monitoring Tool

### Quality Check for Teaching Materials (Dari / Pashto)

#### How to use

✓ Tick (✓) and rate each item

Scale: 1 = weak | 5 = excellent

#### 1. Target Group Fit

- Easy to understand (low literacy)
- Real-life relevance (Europe)
- Simple language
- Gender & inclusion respected
- Visual support used

Score (1–5):

#### 2. Language Quality

- Correct grammar & spelling
- Standard Dari/Pashto used
- Vocabulary appropriate
- Consistent terminology
- Respectful language

Score (1–5):

#### 3. Pedagogical Quality

- Active learning (not memorization)
- Practical tasks
- Supports independence
- Clear progression (simple → complex)
- Visual/audio elements included

Score (1–5):

#### 4. Cultural & Social Relevance

- Afghan culture respected
- European context explained
- No stereotypes
- Gender sensitive
- Integration topics included

Score (1–5):

#### 5. Structure & Layout

- Clear structure
- Easy to read
- Not overloaded
- Good visuals
- Logical learning sequence

Score (1–5):

#### 6. Accuracy & Relevance

- Information correct & updated
- Real-life situations
- No misleading content
- Systems explained correctly
- Reliable sources (if needed)

Score (1–5):

#### Final Result

Total Score (avg.):

- High Quality
- Acceptable
- Needs Improvement

## Monitoring and Evaluation Process

The monitoring and evaluation process is designed to ensure the continuous quality improvement of teaching and learning materials in Dari and Pashto for Afghan adult learners in Europe. It provides a simple, practical, and structured approach that can be applied by educators, trainers, and organizations in different learning contexts.

The process begins with the **selection of the material** to be evaluated. This may include textbooks, worksheets, digital resources, or training modules used in courses, workshops, or informal learning settings. The selected material should be relevant to the target group and reflect real learning situations.

In the second step, the evaluator applies the **defined quality criteria** outlined in this methodology. These criteria cover key dimensions such as target group orientation, language quality, pedagogical effectiveness, cultural and social relevance, didactic structure, and accuracy of content. Each criterion is reviewed systematically to ensure a comprehensive assessment of the material.

Following this, the evaluator completes the **monitoring checklist** by rating each criterion using a simple scale and marking whether the required elements are present. Short comments may be added to highlight strengths, identify gaps, or clarify specific observations. This step transforms qualitative impressions into a structured and comparable evaluation.

Based on the results of the checklist, the evaluator then identifies **areas for improvement**. This includes concrete recommendations such as simplifying language, improving visual support, adapting content to real-life situations, or correcting inaccuracies. The focus is on practical and achievable improvements that directly enhance the usability and effectiveness of the material.

The process is intended to be **repeatable and flexible**, allowing organizations to regularly review and update their materials. By applying this monitoring methodology over time, educators and organizations can ensure that their teaching and learning materials remain relevant, accurate, and aligned with the needs of Afghan adult learners in Europe.

# Project Title

## Enhancing the Quality of Teaching and Learning Materials in Mother Languages for Afghan Adult Learners in Europe

### Project Coordinator

Organization: Afghan Wolus Kultur & Sportverein – Österreich  
Chairman: Dr. Fazel Rahman  
Address: Ennemosergasse 6/4, 1220 Vienna, Austria  
Website: [www.afghanwulas.com](http://www.afghanwulas.com)

### Project Information

Identifier: 2024-1-AT01-KA210-ADU-000250093  
Start Date: 1 September 2024  
End Date: 28 February 2026

### Project Partners

advisa Unternehmensberatung GmbH (DE) , Afghansk Kulturforening (DK) , International Afghan Enlightened Women (SE) , L' Association Solidarite et Culturelle des Afghans A Paris (FR) , Afghanska kvinnors förening i Göteborg (SE) , Afghans Solidarity Association (IT) , Afghan Tips (BE)

### Topics

Development of training courses; Reception and integration of refugees and migrants

---

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



Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the authors only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

This work is licensed under the Creative Commons Attribution 4.0 International License. The content is provided 'as is' without any warranties, express or implied. The author(s) and funding body accept no responsibility or liability for any use of the material.

