



## Organization of International Afghan Enlightened Women

*A partner of the Erasmus+Project : Enhancing the Quality of Teaching and Learning Materials in Mother Languages for Afghan Adult Learners in Europe*

### 1. Training and Learning Activities for Trainers, Educators

To ensure the quality of learning, teaching, and training materials, our organization believes that educators and trainers should receive continuous professional development in the following areas:

- Adult pedagogy and learner-centered approaches
- Inclusive teaching practices considering different educational backgrounds and language proficiencies
- Culturally responsive education tailored to Afghan communities
- Mental health awareness to support students facing psychological stress

Our organization's members and board members are scattered around the world. However, since the organization is registered in Sweden, our primary focus is on teaching Swedish to migrants in Sweden and raising awareness of human rights and democratic values globally through online platforms such as Zoom.

Teaching online requires specific methods adapted to digital learning environments, and we are mindful of this in our approach. Additionally, we recognize that many of our adult students may experience psychological stress due to challenges in adapting to a new society. Therefore, we integrate a few minutes in each lecture to address these issues, providing space for discussion and emotional support alongside the educational content.

It is also essential that educators are trained to assess the varying levels of student understanding. Learners come with different language skills and personal situations, such as family responsibilities or trauma, which affect their ability to engage. We aim to be flexible and responsive in our teaching, offering both higher and lower-level content, depending on the learner's needs.

### 2. Developing a Methodology for Monitoring and Evaluation

We propose a learner-centered evaluation methodology, combining both qualitative and quantitative feedback tools:

- Regular short surveys or feedback forms after sessions
- Periodic one-on-one check-ins with learners to understand their progress, motivation, and challenges
- Observation of participation and engagement levels in online sessions
- Feedback loops where learners can express what topics they wish to learn more about

This approach helps us understand how learners experience our materials in their native languages and what can be improved in terms of content delivery and accessibility.

### 3. Our Experience with Erasmus+ and Organizational Focus

Our organization is in the process of developing more structured collaboration within the Erasmus+ framework. We see it as a valuable opportunity to exchange best practices and build capacity in transnational educational work. Our field of activity is focused on integration support, women's empowerment, language education, and democratic awareness among Afghan diaspora communities.

#### Challenges and Opportunities

- *Positive experiences:* Flexible online learning platforms, strong engagement from motivated learners, and access to experienced educators.
- *Challenges:* Limited financial and human resources, varied language levels among participants, and the emotional/psychological stress many learners face.
- *Suggestions:* We believe that close collaboration with local authorities is essential to create smoother pathways into education and employment for our community members. It is equally important to adapt educational content to learners' needs and invite their feedback regularly.

We are also exploring ways to include mental health-related topics in our courses, recognizing that many learners carry experiences of trauma or stress. Addressing this is essential for successful learning outcomes and long-term integration.

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