

KA2- Distance learning for vulnerable adults

1. General - distance learning for immigrants

Since the start of the pandemic in March 2020, we have committed ourselves to direct distance learning- particularly challenging for the target group of vulnerable adults. Adult educators began to use distance learning methods with immigrants, as needed support and motivation to strengthen communication in Slovene language, as well as strengthen their self-confidence and expansion of social network. Language barrier represents them an obstacle to follow instructions and active participation in distance learning. The information communication technology knowledge and the possibility to use it is also the question which we should consider.

2. Characteristics and limitations of the target group

The target group of immigrants is characterized by a fear of inclusion and rejection as well as a low self-esteem. This target feels safe and comfortable mainly in family circle- they do not have wider social network. They don't understand Slovene language and have low functional literacy. This is one of the reasons why they often face a lack of information (misunderstanding), knowledge and skills - competencies for effective integration into society, which leads to social exclusion.

Barriers: participants are not skilled enough for using digital tools, some of them do not have access to ICT tools. They speak and understand only their own language and live in small spaces in large families. Their cultural background can also be an important obstacle - involvement in activities is not expected or desirable. Weak social support they have can not provide support for inclusion.

3. Motivating the target group to approach distance learning activities

This target group in distance learning activities needs to feel motivated to learn, in order to achieve that it's very important to create an environment in which these participants feel safe and accepted.

The following approaches can be used:

- Participation in activities where participants partly know each other (participation with friends / acquaintances) - sharing experiences from the beginning of the epidemic.
- Contacts with a wider network of people (help from family members)
- Using digital platforms and tools they are familiar with (Viber, Facebook Messenger)
- Learning (with mentor assistance) using digital tools and platforms (eg Zoom conference)
- Working in groups: different progress of participants
- Activities involves co-participants: those who progress faster help participants which progress slowly (in this way also participants social network can be expanded)
- Mediator (if available) helps participants which face difficulties with understanding
- Participants cooperate in formulating learning content – working needs, dealing with formal documents, visiting doctor...

KA2- Distance learning for vulnerable adults

- Getting acquainted with the culture of the majority nation and presenting their own culture (presenting public holiday days, traditional dishes ...)

Using all of these approaches delivers a message to participants that distance learning is not an impossible task, which further motivates them to persevere in learning.

Distance learning methods for immigrants

Name of the workshop	VIRTUAL QUIZ
Method	CHECK WHAT I KNOW
Purpose/goals	With the support of an multicultural mediator, participants learn Slovene language and get acquainted with information- opportunities offered by the local environment.
Short description	The method enables learning the Slovenian language in a practical way. Special attention is paid to the needs of the participants - in this way the topics of the workshops are also chosen. In this way, we motivate the participants to memorize the Slovene language. Image and video material is also used for better filling. With this method, participants also receive support for the first steps in the local environment.
Online tools	Video conferencing (e.g. Zoom, MS Teams), PDF presentation- photos, Kahoot application
Didactic accessories	/
Recommended number of participants	6
Duration	4 workshops -45 min
Step-by-step instructions for the workshop	<ol style="list-style-type: none"> 1. The mentor announces the topic of the workshop with the help of a photo-sharing screen (<i>eg school</i>) 2. He begins with a description of the <i>school</i> in slovenian language, people and events and activities related to it - e.g. spaces, parent meeting, teacher... The cultural mediator asks the participants if they understand what the mentor is talking about, and offers support in communication and encourages them to repeat / pronounce the key words. 3. At the end of each meeting, the mentor prepares a quiz, which the participants solve without the help of a cultural mediator. The questions should be simple and the answers different- not similar (class teacher- teacher), for example: Who is in the picture?

KA2- Distance learning for vulnerable adults

	<p>a. dentist b. teachers c. cook</p> <p>Be careful to include the words in to answers (in our case, the persons) we discussed in the workshop. That's how you will strengt the acquisition of new words.</p> <p>4. The meeting is concluded with mentor and the cultural mediator encouragement participants to share the word they remember the most (if they can, they can also write in a chat) and try to connect it with another word that goes into its context.</p>
Adjustments to distance learning: what we need to pay attention to, possible obstacles...	<p>1. If possible choose as many fun photos as you can for easier understanding, as this will help to relax the atmosphere in the group, maybe even easier to remember new words.</p> <p>2. 2. The mentor should check several times that everyone can hear him clearly. To increase concentration, you can also help yourself with a fun video related to the topic.</p>

Name of the workshop	Everyday situations
Method	Role play
Purpose/Objectives	The purpose of the role play is to check the level of knowledge of the Slovene language in the group and how the participants find themselves in different situations in private and public life. Through personal experience (embracing different roles), participants acquire communication skills in different everyday situations. This method enables overcoming the fear of performing in a foreign language, and at the same time the participants practice public speaking skills and strengthen communication in the Slovenian language. The manner and forms of work must be adapted to the age and interests of the participants.
A brief description	Participants practice in pairs how they find themselves in a dialogue in different situations from everyday life (buyer - seller, patient - doctor, parent - teacher, reader - librarian, tenant - landlord, etc.).
Tools	Video conferencing (eg. Zoom, MS Teams ...)
Accessories	<ul style="list-style-type: none"> list / pictures of possible situations
Recommended number of participants	6-12

KA2- Distance learning for vulnerable adults

Duration	60-90 minutes
Workshop course (step by step)	<ol style="list-style-type: none"> 1. The mentor presents role-playing instructions. Together they review possible everyday situations and phrases in Slovene that belong to individual situations. 2. The mentor checks the understanding of the described situations and divide the participants into two rooms together. For each room, the mentor determines in advance which situation/dialogue they will play. Mentor gives participants a few minutes for individual preparation. 3. The participants in the room agree on the division of roles. They play a situation determined by the mentor (10 minutes). If they have time, they can reverse the roles and play the situation again. 4. Evaluation in separate rooms: each participant shares their experience with the role they played. 5. Joint evaluation: participants leave separate rooms and return to the joint meeting. Each couple reports how they found themselves in the role play, where the possible problems were, how the communication took place in Slovenian language. The mentor encourages the presentations and responses of the remaining participants with sub-questions. 6. The mentor, together with the participants, summarizes the participants' responses and reminds them of the most common mistakes. 7. Mentor and participants conclude the evaluation by thinking about how communication in similar situations could be improved in the future.
Distance learning adaptations; what we need to pay attention to, possible challenges	<ol style="list-style-type: none"> 1. The mentor must have the knowledge for more advanced use of tools (division into rooms). He/she must check that the participants are properly divided. 2. If there is no possibility to divide the participants into rooms, role-plays take place in front of the whole group. The mentor can identify couples with the Whell of Names app. 3. The mentor pre-determines the more familiar role-playing situations.

KA2- Distance learning for vulnerable adults

	<ol style="list-style-type: none"> 4. If the participants are unable to agree on the division of roles themselves, they shall be determined by the mentor. 5. During the role play, the mentor joins the rooms, accompanies the participants, guides them and provides support. 6. If knowledge and technical possibilities allow, the mentor or participants can record a role play. The recordings are then viewed by the group during the evaluations. 7. If the mentor assesses that the method of implementation is too demanding for the participants, he/she can pre-determine the scenarios for individual rooms, which are then replayed by the participants. 8. If the method is not demanding enough, the mentor can assign participants roles and situations that are less used in everyday situations or which require more difficult phrases. 9. If there is enough time, participants in the room can also play other roles or situations.
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Name of the workshop	Language workshop: Five - poem in five verses
Method	Verbal-textual method (oral explanation, conversation, working with text)
Purpose/Objectives	<p>Personal level objectives:</p> <ul style="list-style-type: none"> - Creating relaxed atmosphere - Stimulating imagination - Encouraging creativity - Developing attitude towards art <p>Content level objectives:</p> <ul style="list-style-type: none"> - Enriching vocabulary - Getting to know the composition of sentences and basic three word types
A brief description	Participants compose a song on a specific theme by using their imagination to complement the composed song design. At the end they present the song (lyrics) to others, comment the song and write out

KA2- Distance learning for vulnerable adults

	unknown words. To unknown words they try to find synonyms and antonyms. To increase the relaxed atmosphere, they also sing their song along the instrumental musical basis.
Tools	Video conferencing (eg. Zoom, MS Teams ...)
Accessories	Document (.docx) with song / text design where data can be inserted Music
Recommended number of participants	3 - 8
Duration	45–60 minutes
Workshop course (step by step)	<ol style="list-style-type: none"> 1. Mentor introduces the topic of the workshop to the participants. The topic is chosen according to the topicality, interests of the target group (if known in advance) and the prior knowledge of the participants. 2. Mentor presents instructions for composing the song and designing it. 3. Mentor explains to the participants what nouns are and encourages them to use one in the first verse of the poem. 4. Mentor explains to the participants what adjectives are and encourages them to use two in the second verse of the poem. 5. Mentor explains to the participants what verbs are and encourages them to use three in the third verse of the poem. 6. Participants individually present their song. 7. They comment the written song and write down new words to which they try to find synonyms and antonyms 8. Reading or singing the songs along the music. 9. The workshop ends with a discussion - evaluation: mentor summarizes the purpose of the workshop; participants share what they learned and how they felt during the workshop.
Distance learning adaptations; what we need to pay attention to, possible challenges	<ol style="list-style-type: none"> 1. It is important that the work takes place in a relaxed atmosphere, it's also important that group is connected. 2. Without personal contact is difficult to stimulate the imagination. 3. Absence of movement 4. The method is not suitable for beginners in the field of Slovene language.

Name of the workshop	Sing – along-song
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KA2- Distance learning for vulnerable adults

Method	Audio – visual method “Sing-along-song”
Purpose/goals	The main purpose of the workshop is to strengthen the knowledge of a foreign language. In addition, this method enables participants to get to know the culture of the country they live in. Indirectly, we also achieve greater connectivity of participants.
Short description	The method allows learning a foreign language in a relaxed environment and in a more dynamic way. This method addresses various perceptual channels. This method also provides easier memory. The method also strengthens the positive feelings at the participants. Method gives an opportunity to learn on an unconscious level.
Online tools	Video conferencing (e.g. Zoom, MS Teams)
Didactic accessories	<ul style="list-style-type: none"> • Song (video / audio and subtitles or separate lyrics) • Paper / notebook for keeping a dictionary of unknown words
Recommended number of participants	1 to 6
Duration	45 – 60 minutes
Step-by-step instructions for the workshop	<ol style="list-style-type: none"> 1. The mentor finds a song with which he/she wants to present a certain topic. It can also be a song that reflects the culture of the majority nation. 2. Participants first just listen to the song. Given that participants are learning the language, they are unlikely to fully understand the songs. 3. The mentor gives the participants the opportunity to guess the theme of the song. The mentor involves all participants in the discussion of the topic of the song. 4. Participants then listen to the song again, this time with subtitles. If the recording does not offer this option, the mentor shares a screen with the lyrics. 5. The mentor leads the participants to deeper topics or more in-depth research of the song. <p>First, the mentor makes sure that the participants understand each verse of the song. Participants write unfamiliar words in notebooks and translate them. Then they undertake in-depth research in terms of researching the background of the song e.g. asks what the meaning of the song is, what feelings overwhelm the participants while listening to the song, whether they have a similar song in their country, etc.</p>

KA2- Distance learning for vulnerable adults

	<p>6. The mentor encourages the participants to sing. He/she share the lyrics of the song on the screen. The song can also be sung in the form of karaoke (if there is such a recording). More shy participants can turn off the microphones.</p> <p>7. The mentor slowly concludes the meeting by summarizing the meeting (what new words did the participants learn, what did he want to transfer to the participants with this song, etc.)</p> <p>8. The meeting ends with the mentor encouraging the participants to use at least three new words they have learned. Until the next meeting, the participants should use the newly learned words in their daily tasks.</p> <p>9. The next meeting begins with giving feedback on the given homework.</p>
Adjustments to distance learning: what we need to pay attention to, possible obstacles...	<ol style="list-style-type: none"> 1. It is important that the workshop takes place in a relaxed atmosphere, that the group is connected, that singing is not judged and that the participants support and encourage each other. 2. In case the participants follow the workshop over the phone, it is better to send them the lyrics in advance in printed form. 3. In case we organize only a one-time workshop, the end of the workshop must be adjusted. The mentor does not give the participants homework, but encourages them to use new words in sentences at this workshop.

Name of the workshop	Picture perfect
Method	Igrification
Purpose/goals	In a relaxed atmosphere, the participants learn new words and the Slovenian language. In this way, they can also learn the history of the city, the legacy.
Short description	Through the game, participants learn certain skills, are committed, actively connected to the contents and they create a positive attitude to learning.
Online tools	Video conferencing (e.g. Zoom, MS Teams), Miro board
Didactic accessories	<ul style="list-style-type: none"> • paper • pencil, crayons, markers
Recommended number of participants	10

KA2- Distance learning for vulnerable adults

Duration	30 minutes (depending on the number of participants)
Step-by-step instructions for the workshop	<ol style="list-style-type: none"> 1. The mentor presents the instructions for the game. 2. Participants prepare to guess words. They need to figure out the word before they run out of time or determine the number of guessing attempts. 3. The mentor writes down the letters that are in the word and also the letters that are not in the word. The words are then used in sentences for better understanding. 4. The mentor summarizes the meeting (what new words did the participants learn, what did he want to learn the participants with this game, etc.) 5. The meeting ends with the mentor encouraging the participants to use at least three new words they have learned. Until the next meeting, the participants should use the newly learned words in their daily tasks. 6. The next meeting begins with feedback on the given homework.
Adjustments to distance learning: what we need to pay attention to, possible obstacles...	<ol style="list-style-type: none"> 1. It is important that the workshop is in a relaxed atmosphere, that the group is connected, that it is not assessed how well someone can already speak and that the participants accept each other as they are. 2. The mentor must make sure that all participants participates in the game. 3. The participants could try to put themselves in the role of a mentor and imagine a word. Instead of one word, they can try to guess the phrase.

Name of the workshop	In-depth learning and self-knowledge
Method	Writing a "double" diary
Purpose/goals	The purpose of this method is to encourage participants to learn Slovene (the language of the majority nation) and to write down feelings and opinions in individual meetings (counseling or support). With this method, we encourage the participant (counselor) to analyze the feelings and opinions that are developed during the meeting or counseling. We also encourage them to deepen themselves and become aware, also to express their feelings and opinions.

KA2- Distance learning for vulnerable adults

	Indirectly, the purpose of the workshop is that participants who learn a new language (their level of prior knowledge is already at level A2), strengthen writing skills, enrich vocabulary and learn appropriate ways to respond to specific life situations.
Short description	<p>The method represents a way of reflecting on the acquired knowledge. In the last minutes of the meeting, the participant writes down what he learned and what feelings he experienced during this meeting, he can also write down his opinion or thoughts.</p> <p>The writing is made according to a pre-prepared proposal e.g. on the left side of the sheet he writes a reflection on what he learned at this meeting, and on the right side of the sheet a writing of opinion, thinking, feelings, etc.</p>
Online tools	Videoconferencing (e.g. Zoom, MS Teams ...)
Didactic accessories	<ul style="list-style-type: none"> ● Notebook ● PPT and material ● An example of a written "double" diary
Recommended number of participants	Individually
Duration	120 minutes
Step-by-step instructions for the workshop	<ol style="list-style-type: none"> 1. The mentor introduces the topic of the meeting to the participant (counselor). The topic should be adapted to the needs of the participant (e.g. communicating with a doctor). Then the mentor hands over to the participant knowledge from the chosen topic - vocabulary, dialogues, etc. 2. At the end of the meeting, the mentor also encourages the participant to think about what he or she has learned at this meeting. The mentor develops a positive climate and a confidential environment. 3. Introduce him the method of writing a double diary (share an example of one writing). Ask him to write down on the left side of the A4 sheet what he has learned, and on the right side to write down the feelings and thoughts he had during this meeting. He can write e.g. also feelings about how he felt when he first went to the doctor, why he does not go to the doctor, what hinders him from communicating with the doctor, etc. 4. After writing the thoughts into the diary, the mentor's focus is on the corrections and the analysis of what is written. Mentor also

KA2- Distance learning for vulnerable adults

	gives the support to the participant for the following events that he or she will have in everyday life.
Adjustments to distance learning: what we need to pay attention to, possible obstacles...	<ol style="list-style-type: none">1. The meeting must take place in a peaceful and confidential environment (without disturbing by external factors).2. We must also pay attention to the fact that the participants (immigrants) do not have a highly developed self-confidence and that it is difficult to talk about their feelings.