1. **General - distance learning for dropouts**

Early school leaving is an obstacle to economic growth and employment. It hampers productivity and competitiveness, and fuels poverty and social exclusion. With its shrinking workforce, Europe has to make full use of its human resources. Young people who leave education and training prema- turely are bound to lack skills and qualifications. They face a higher risk of unemployment, social exclusion and poverty. [1]

Many schools for adult learning have experience in classes for dropouts in program Primary School for Adults . Due to COVID-19 and the closure of schools and public institutions, the existing learning crisis has increased. Due to the unsettled social and economic conditions, quite a few participants of the this program were excluded from the possibility of attending the program. Nevertheless, by organizing classes for those who have equipment at home the participants could participate in the class via Zoom. With this approach, we certainly ensure an easier transition back to school. In some cases the examples in this package could not be implemented as distance learning activities. This was because even during lockdown these organisations did not have permission from their national agency for vocational education and adult education for it. Also because of low digital competences of participants it was not always possible.

Teaching via Zoom during COVID-19 was by many of the schools mainly characterized by a lower motivation to participate, participation without the use of a camera or even a microphone, and the participation of a smaller number of participants. Teachers provided the participants with a lot of material for self learning, but the participants of this program do not have highly developed learning competence, so this method did not contribute much to the improvement of learning outcomes. Individual support via Zoom or other video conferencing tools proved to be very productive, i.e. offering individual learning support. A positive effect is to have technicial assistance being present during most of the lessons. This will improve the implementation of the program.

2. **Characteristics and limitations of the target group**

Young people with incomplete education (dropouts) are one of the most vulnerable target group. Individuals who come from socially and economically weak families are more prone to drop out. Young people who leave the education system before obtaining vocational training face many challenges. In addition to their social vulnerability and lack of support to continue their education, they also lack skills that would help them overcome their current situation. Due to the lack of basic education, they lack functional literacy, as a result, they have fewer employment and economic opportunities. Due to the fact that they lack many competences with which to compete on the labor market, it is more difficult for them to find employment, which causes frustration, (personal) dissatisfaction, lack of motivation and a feeling of alienation and inferiority.

There are four major categories of dropout characteristics: demographic, social and family, deviant behavior in society and in-school. Some of the more common characteristics of dropouts include ethnicity,

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[1] https://ec.europa.eu/info/sites/default/files/european-semester_thematic-factsheet_early-school-leavers_en_0.pdf

low socioeconomic status, coming from a single-parent family, a high rate of absenteeism, disciplinary problems, grade retention, low academic performance and poor achievement test scores. Also, there are the role of the family in a student's decision to drop out of school and the impact of peer influence, as well as malnourished children or children who need to go to work thanks to the poor environment and social exclusion as well.

School desertion manifests itself especially in underdeveloped and developing countries, in which the phenomenon is observed between the last years of primary and secondary school. In industrialized nations the abandonment occurs in tertiary education or university studies.

The dropout can be classified: according to the duration (temporary or definitive - there are students who return to the classroom after a period, while others leave the system permanently), according to the scope (in some cases the desertion is not given as a whole due to the transfer of a student to another educational institution), according to the moment in which it occurs (this depends on the trajectory that the student has made and the educational level that has reached: preschool, primary, secondary, middle or university).

The desertion finds different causes that explain the phenomenon. The two main causes are intra-school and extra-curricular. Intra school have to do with the causes or internal factors of the student. Among them are: behavior problems, learning problems, emotional disorders, lack of motivation and / or interest, active social life after school activities, little identification with the school, low performance, repetition. Extra school - external causes, from the socioeconomic to the familiar: labor insertion (due to the economic problems of the family, the student sees the need to work and, therefore, drop out of school), pregnancy, parents have low expectations regarding academic training, parents who have not received an education, lack of fixed residence, insufficient income in the home, schools located at great distances (children must travel several kilometers until they reach their destination, this affects regular attendance at classes), the desertion of other relatives, little conversation about the school.

Those who are outside the education system are part of unemployed and socially excluded groups. Also, these people can be part of criminal and violent groups. Lack of education prevents men and women from being able to escape from poverty because they do not have the mental or physical capacities to aspire to a stable and well-paid job. Subsequently, there is decrease in the development of economies.

3. Motivating the target group to approach distance learning activities

Dropouts, which finally choose to continue education and return to the education system, have enough motivation for it. Usually, they do it because they found out that they would get any or better employment with finished primary/secondary school. Sometimes, it is when they have recovered from family problems or terrible accidents, which happened to them and led them to drop out of school. The main thing is that when one dropout decides to finish school, he/she usually succeeds in it.

The target group of participants in distance learning activities must feel motivated to learn, so it is very important to create an environment in which these participants feel safe and accepted.

We can use the following approaches:

• Using familiar digital platforms and tools (Viber, Facebook Messenger)

• Learning or help in using new digital tools and platforms (e.g. Zoom conference)

• Work in groups: different progression of participants

• Promotion of mutual assistance - those who progress faster help those who progress more slowly

• Participants participate in the design of learning content.

4. **Distance learning methods for dropouts**

Name of the workshop	CIRCLE OF QUESTIONS
Method	**QUESTIONS ONLY**
Purpose/goals	To gain participants interest to every topic and practicing communication skills
Short description	Participants make conversation based only on questions
Online tools	Zoom
Didactic accessories	/
Recommended number of participants	4-6
Duration	Max 15 minutes
Step-by-step instructions for the workshop	1. Mentor chooses a topic (history, geography…) and share a text, short video or film about the choosen topic 2. Menthor makes an example on short story how to make a question (asks few questions in row) 3. Participants prepare questions in 10 minutes using information they found on Internet to form the question 4. Menthor changes the view of participants into classroom view (setting in Zoom – Immersive view) 5. Makes direction of participants (clock-wise) and sets the rules for communication
Adjustments to distance learning: what we need to pay	1. In case of non-inspiration, participant can skip asking questions 2 times before they are out of the game

attention to, possible obstacles…	

Name of the workshop	EDUCATIONAL KITCHEN
Method	Demonstration
Purpose/goals	Learning/ achieving Organisation, socialisation, cooperation, group cohesion
Short description	Participants in the kitchen are learning through doing, achiveving coheasion, melting of diferernt regional cooking styles and enjoying thd differences.
Online tools	Zoom, MS Teams
Didactic accessories	Ingridients, pots, kitchen equipment
Recommended number of participants	6-8
Duration	4 hours
Step-by-step instructions for the workshop	*The mentor informs the participant's beforehand about the ingredients and the recipe 1. Greeting the participants 2. Icebreaker- grouping by spice- participant's choose a regional spice and then are divided groups/rooms 3. Giving instruction 4. Grouping and choosing ingridients and recipes - the participant's are allowed to change two ingridients 5. Mentor gives instructions and is monitoring the groups and the process 6. During the cooking time the participant's are encouraged to share feelings, emotions and story's 7. The participant's eat toogether and reflect on expirience
Adjustments to distance learning: what we need to pay	Everybody should go at the same pace Checking for allergies

attention to, possible obstacles...	Mentor should have cooking skills

Name of the workshop	POSTCARD TO THE FUTURE
Method	METHOD OF OBSERVATION, PERCEPTION AND EMOTION
Purpose/goals	By writing a postcard/letter to their future selves, participants become aware of why they are (not) studying and realize how studies can help in achieving their life goals. The goal is to motivate participants to plan their future and to achieve their goals in learning.
Short description	This tool is often used and mainly in the beginning of the intervention. There are several ways to use the tool; e-mail, postcard, letter etc. Participants find it fun and a little bit challenging to write to themselves but are excited that they will get their own letters back someday in the future. The tool is used to improve participants ability to look forward and achieve goals. The reward comes when they get their own text back, and have a possibility to reflect on their own learning / development process.
Online tools	Zoom
Didactic accessories	Futureme.org
Recommended number of participants	no limitation
Duration	30–60 minutes
Step-by-step instructions for the workshop	The participants get to choose a postcard from a collection with different motives and colours. You instruct the participants to write a postcard to themselves in the future. There's also the option of having your participants send an e-mail to themselves.
Adjustments to distance learning: what we need to pay attention to, possible obstacles...	• Instructions for teachers • Example of instructions for participants

KA2- Distance learning for vulnerable adults

Name of the workshop	ROSEHIP
Method	Exercises on development of reflection and overcoming alienation
Purpose/goals	To encourage the process of reflection, support development of analytical and reflective thinking and enable application of life experience on further development.
Short description	This exercise is based on the metaphor of rosehip and enable learner's reflection and engagement through creative tool.
Online tools	Any online conferencing tool
Didactic accessories	Paper, pencils or markers or crayons, smartphone
Recommended number of participants	Any
Duration	Up to 60 min

Step-by-step instructions for the workshop	Ask participants to take a sheet of paper, markers or pencils, and draw a rosehip with thorns on its stem and clearly visible petals in the buds.
	- Rosehips can have as many petals and thorns as the learners like. But they should keep in mind that:
	   a. Each thorn means some difficulty (risk factor) in their life. At the base of the thorn, ask the learners to write a keyword denoting the difficulty that they face, and at the tip of the thorn what will help them overcome it (a protection factor). The length of the thorn can indicate the degree of difficulty.
	   b. Each petal means how the learners can apply their strengths and previous experience of dealing with mentioned difficulties to furthering and achieving their goals.
	  2. Ask participants to take a pause to think, analyze the experience, and write down the most important aspects of the rosehip.
	  3. Ask participants to share what they created in pair or in trios.

Adjustments to distance learning: what we need to pay attention to, possible obstacles…	Checking if everybody is prepared - didactic accessories

KA2- Distance learning for vulnerable adults

Name of the workshop	**SHOW AND TELL**
Method	**Method of observation, perception and emotion**
Purpose/goals	To get to know each other better, to connect the group, it could be used as an energizer
Short description	Participants should take a photo of one of their personal object before the video call. During the video call, participants should guess which photo belongs to whom.
Online tools	Zoom, Teams
Didactic accessories	Camera/phone Show and Tell template https://www.mural.co/templates/show-and-tell
Recommended number of participants	5-10
Duration	Max 45 minutes
Step-by-step instructions for the workshop	Ask participants to take a photo of one of their personal objects before the video call and upload it to their computer for easy access later. Then, create a mural from the Show and Tell template in MURAL and have it ready to share during the session. Ask everyone to upload a photo of their personal object in a murald – don't add participants' names next to their personal objects yet. Take turns guessing which object belongs to whom and why. Alternative: take photos of your shoes, meal, upload favourite music etc. And let other's guess who it belongs to.
Adjustments to distance learning: what we need to pay attention to, possible obstacles…	• Participants don't make the photos in advance or don't have a camera. • Participants can search for the photos on internet. • It could be done with music etc. • The workshop can be used as an energizer into a wider topic (values, compassion, personality, how to make a quality photo).

Name of the workshop	VALUES IN OUR LIFE
Method	LEARNING THROUGH CONVERSATION
Purpose/goals	- definition of values - recognition of prejudices, stereotypes - connecting with human rights and freedoms, mastering basic concepts - familiarization with historical events (wars, slavery, racism...) and personalities, rights violations
Short description	Participants think about the importance of their own values, working in pairs allows them to present their opinions and observations and at the same time recognize how a different opinion affects them and why. Acquired fundamental concepts, historical events, personalities and violations of human rights are connected with the help of examples (deepening their presented stories) that were exposed during pair work.
Online tools	ZOOM aplication
Didactic accessories	You tube film
Recommended number of participants	8
Duration	60 min (the workshop can be divided into several workshops depending on the topic)
Step-by-step instructions for the workshop	1. The mentor makes a short introduction about values (he highlights his own - says what means a lot to him and names the value from what he said). He also invites others to reflect. 2. Participants watch a short silent film. It is important that the film does not contain speech or subtitles, so that each participant can form his own opinion about the film. 3. Participants are divided in pairs in e-classrooms to tell each other how they saw the story of the film. At the end, try to name one or two values from the presented stories. 4. Participants return to e- classroom. With the help of Mentimeter the write down the values they selected when working in pairs (teacher makes a print screen of Mentimeter). 5. The teacher connects the written values with ex. fundamental human rights or something else (adds the opposite meaning to freedom – coercion, forse, connects slavery with the prohibition of forced labor and tells the story of a historical event).

Adjustments to distance learning: what we need to pay attention to, possible obstacles…	1. Gain the interest of "disturbing" participant - we find a connection between the presented content and participant behavior. A contact point that will enable motivation the participant to follow the activity. 2. Inactive group could be encouraged by our own examples, adapted to the target group (eg our events in the teenage years). 3. The topic can be adapted to different class lessons: History, psychology...etc It can be closed also with reflection.