



E – HANDBOOK

ERASMUS + KA2

Distance learning for vulnerable adults

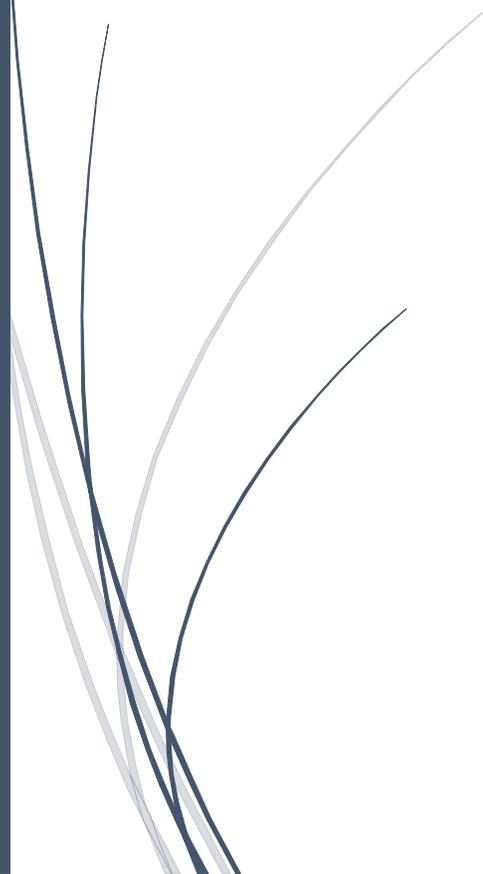


TABLE OF CONTENTS

1. Introduction.....	3
2. Methods of distance learning for the unemployed	4
2.1. Characteristics and obstacles of the target group.....	4
2.2. Motivating the target group to participate in distance learning activities.....	5
2.3. Methods of distance learning for unemployed	0
3. Methods of distance learning for adults with special needs	17
3.1. Characteristics and barriers of the target group.....	17
3.2. Motivating the target group to participate in distance learning activities	18
3.3. Methods of distance learning for adults with special needs	18
4. Methods of distance learning for seniors	31
4.1. Characteristics and limitations of the target group.....	31
4.2. Motivating the target group to approach distance learning activities.....	31
4.3. Distance learning methods for seniors	32
5. Methods of distance learning for immigrants.....	38
5.1. Characteristics and limitations of the target group	38
5.2. Motivating the target group to approach distance learning activities	39
5.3. Distance learning methods for immigrants.....	39
6. Methods of distance learning for dropouts	49
6.1. Characteristics and limitations of the target group	50
6.2. Motivating the target group to approach distance learning activities	51
6.3. Distance learning methods for dropouts	51
7. Methods of distance learning for rural population.....	58
7.1. Characteristics and barriers of the target group	58
7.2. Motivation of the target group for involvement in distance learning activities	59
7.3. Distance learning methods for rural population.....	59
8. Conclusion	66

1. Introduction

The e-handbook was created as part of the Erasmus+ project KA2 Distance learning for vulnerable adults. It was created in collaboration with experts from project partners from different countries:

- Zavsavska ljudska univerza - Slovenia
- Ljudska univerza Jesenice - Slovenia
- Pučko otvoreno učilište Koprivnica – Croatia
- Oü Vestifex – Estonia
- Gear up – Netherlands
- L.C. Educational LTD – Cyprus

The need for an e-handbook is justified by the need of adult education organizations to face the challenges caused by the COVID-19 pandemic. The time of the pandemic, when all education had to be carried out on distance, affected the decline in participation, especially among vulnerable groups of adults. Among them are mainly those who are less educated, do not have technologies and also no knowledge of ICT. More than 70% of participants in adult education are vulnerable adults who, especially at this time, need knowledge and skills to act in the new conditions brought by the pandemic. We all use different strategies and methods of distance learning, but due to the peculiarities of vulnerable groups, learning barriers and motivational factors, known and developed strategies and methods do not work.

As adult educators, we are aware that during the "lockdowns", distance learning was crucial to ensure the continuity of education, to ensure contact with the outside world and to further strengthen the cognitive and non-cognitive abilities of adults.

The e-handbook presents the project-developed, adapted strategies, good practices and distance learning methods for the following vulnerable adults:

- the elderly,
- immigrants,
- adults with special needs,
- unemployed,
- dropouts and
- rural population.

The direct target group for whom the e-handbook is intended are adult education providers, consultants and teachers who, at least most of them, encountered distance learning for the first time during the pandemic. At the time, they reported overload and obstacles such as not knowing how to motivate and supervise learners during this alternative form of teaching.

The good strategies and methods of distance learning for vulnerable adults collected in the e-handbook were pilot tested by project partners' experts. They report on the satisfaction of the

participants and the usefulness of the developed methods for the implementation of individual and group educational activities at a distance for vulnerable adults. The presented methods answer the open questions of how to motivate adults to participate in distance learning activities, how to take care of those who need additional support due to lack of ICT skills, how to ensure the active role of participants in distance learning activities, and how to achieve learning goals in distance learning. The e-handbook is therefore a good basis for the development of the field of distance learning in the future and enables the implementation of quality distance learning activities. The key to using an e-handbook is to remain open to innovation and change, as we strongly believe that new approaches to teaching and learning will continue to be relevant in the future even after the pandemic is over.

Majda Suljanović Hodžić, Ljudska univerza Jesenice

2. Methods of distance learning for the unemployed

In order to find a job, the unemployed need to have various knowledge, skills and competence, all of which they can acquire by distance learning. This method of learning is especially favorable when in-person learning is not possible. Distance learning can take place in the form of individual guidance or it can be carried out in a group. The contents of distance learning for the unemployed can vary. It is crucial that the unemployed learn only what they need to know. The focus lies on the knowledge and skills that will be useful when they are looking for employment: exploring their needs and potentials, understanding the job market and accessing information, setting goals and making decisions, improving social skills and the skill of presenting oneself to the employer (applying for a job, CV, job interview). A person-centered approach is important when it comes to teaching the unemployed.

2.1. Characteristics and obstacles of the target group

The target group consisting of the unemployed is very diverse in gender, age, level of education, basic competence, experience with ICTs, the duration of their unemployment and other personal circumstances. A characteristic that all individuals in this target group share is that they are not permanently employed. Significant obstacles that the unemployed face include a low level of education and poorly developed competence, incompatibility of their level of education or skill with the needs of the job market, insufficient or negative past experience, various obstacles that affect their work and stem from personal circumstances (for example, working hours, amount of income), non-permanent forms of employment, low self-esteem, lack of confidence, and hindered access to information. Unemployment

consequently increases the risk of poor financial capabilities, poorly developed social skills and social exclusion, problems within families and negative patterns of behavior that are passed on through generations, health issues, various forms of addiction, apathy, non-permanent forms of work and undeclared work, lack of trust in the system and in education, etc.

Due to various obstacles, especially financial struggles, the unemployed often have difficulty gaining access to digital devices and the internet, which are essential when it comes to their inclusion in the process of distance learning. Another feature of this target group is a poor general digital literacy, especially with those who are older and have a lower level of education. Their (un)readiness for distance learning is often affected by various stereotypes, distrust in modern technology, increased fear of devices and the uncertainty and disbelief in their own capabilities. Their motivation for inclusion in education is low. Therefore, prior to the inclusion in education, they need a lot of encouragement and help both accessing devices, as well as with their training to use online tools.

Throughout the process of distance learning, this group faces the risk of problems with concentration and memorization. This is why different disruptive elements in their environment can often impair their ability to pay attention. Because they have trouble concentrating, they get tired faster and especially require forms of learning in which they are actively included. Despite this, members of this group can often be passive and distrusting, which is why they need plenty of support from their mentor and enough time allotted for active participation, giving opinions and asking questions.

Due to poorly developed social skills, the unemployed find it harder to build and establish relationships without any in-person contact. Since distance learning diminishes the possibilities of direct contact and the formation of authentic relationships, there is a risk that the unemployed couldn't form a true connection as a group. The lack of social skills may also be expressed as not knowing and/or not following the rules of etiquette (for example, being late, disregard for physical appearance, interrupting others while they are speaking, using inappropriate language...), which can bother and even discourage other participants.

2.2. Motivating the target group to participate in distance learning activities

The motivation of the unemployed stems from their desire to develop various skills and competences that they need in order to get hired by an employer. For them, education can represent a means of personal gain and a way of reaching their goals. They are also often motivated by the financial encouragement associated with their inclusion in the process of education. The specifics of certain groups of the unemployed can result in problems with inner motivation, which is why external encouragement is especially important when it comes to distance learning. Connection and collaboration with the national employment services play an important role in this context, while social media is important for spreading information.

One of the main issues that the unemployed face when taking part in distance learning is the lack of access to necessary devices and the internet. They may have a smartphone but they do not always have a computer at hand, which is why the online tools for distance learning

need to be modified or the participants must be offered other forms of help with gaining access to such devices. They need a lot of encouragement when it comes to using digital devices and online tools. Due to their low level of digital literacy, they need help installing applications and registering, they require additional training to be able to use the online tools and need constant access to help with solving potential technical problems and issues. Their training can be conducted in groups, while some may prefer individual help. Instructions on how to use the devices can either be relayed in written form, as a video tutorial or via a phone call.

During the process of distance learning, mentors can take advantage of the fact that the unemployed are motivated by their need to socialize. Their meetings can be adjusted in a way that allows ample time to chat and exchange news. An encouraging learning environment can be created by giving out compliments and praise while enabling the

participants to exchange their experiences and show progress. Since the unemployed will be drawn by the possibility of active cooperation and inclusion in education, the mentor should choose dynamic, interactive and creative methods and work strategies that allow participants to enjoy themselves and have fun. The participants will find it easier to relate to content that they feel is useful and compelling and any potential monotony can be dispelled by visits from interesting guests. The duration of meetings may have to be adjusted (shortened) since the unemployed are prone to concentration issues. Another solution to this problem could be the inclusion of more breaks that would be intended for chatting and socializing.

Distance learning can motivate the unemployed because they can save on time and expenses and it is also more appropriate and safe from the point of view of health since it diminishes the risk of contracting Covid or any other contagious disease.

2.3. Methods of distance learning for unemployed

Name of the workshop	This is Me
Method	Drawing
Purpose/goals	In a relaxed environment, the participants explore who they are, their job interests and become motivated for upcoming content. Their wellbeing is improved through creative expression.
Short description	Each participant draws a picture of themselves in any form (as a person, animal, plant, object, concept...). Everyone presents their drawing and their characteristics, interests and positive traits that are represented in the picture.
Online tools	Videoconference (such as Zoom, MS Teams...)
Didactic accessories	<ul style="list-style-type: none"> • Piece of paper • Pencils, colored pencils, colored pens • Music
Recommended number of participants	Up to 8
Duration	45-60 minutes

<p>Step-by-step instructions for the workshop</p>	<ol style="list-style-type: none"> 1. The mentor gives instructions for drawing. The participants prepare the necessary supplies. 2. The mentor plays music that creates a relaxed atmosphere and encourages creativity. 3. The participants draw and color any form of themselves (as a person, animal, plant, object or concept). 4. Each participant presents their drawing. They show it to others through the camera and talk about themselves with the help of
	<ol style="list-style-type: none"> the picture. The mentor encourages them with further questions (traits, interests, feelings...) and helps them explore their characteristics, interests and advantages. 5. The mentor writes down the answers of each participant. As the workshop concludes he or she shares their screen and sums up the purpose of the workshop. 6. The workshop ends with a discussion – evaluation: What did the participants discover about themselves? How do they feel?

<p>Adjustments to distance learning: what we need to pay attention to, possible obstacles...</p>	<ol style="list-style-type: none"> 1. It is important that the work is conducted in a relaxed atmosphere, that the group feels connected, that the drawing techniques are not judged and that the drawings are accepted as they are. 2. The supplies should be provided beforehand in case any of the participants do not have paper and pencils. 3. If possible, the participants should scan and send or share their drawings so everyone could see them properly. 4. Later the participants can try to find and connect different occupations to the interests that they presented (the mentor presents the descriptions of different occupations).
--	--

Name of the workshop	What's the truth?
Method	Pro et contra
Purpose/goals	Through discussion, the participants try to dispel stereotypes about the job market.
Short description	The participants are divided into two groups. One group defends while the other rejects a certain opinion relating to job market stereotypes. The groups take turns defending or rejecting the opinions.
Online tools	Videoconference (such as Zoom, MS Teams...)
Didactic accessories	Pen and paper
Recommended number of participants	4 – 10
Duration	60 – 90 minutes

Step-by-step instructions for the workshop

1. The mentor provides a selection of negative statements or stereotypes relating to the job market. Examples:
 - a. Working is not worthwhile
 - b. There aren't any jobs
 - c. You need to have connections to get a job (you need to know the right people)
 - d. Employers do not hire older workers
2. The mentor gives instructions for work. He or she chooses and presents the first opinion that is to be discussed by the groups.
3. The mentor divides participants into two groups in two separate virtual rooms and decides which group will defend and which will reject the selected opinion.

	<ol style="list-style-type: none"> 4. In their separate rooms, each group finds at least 5-6 reasons for or against. One member of each group writes down the answers on a piece of paper. 5. When the groups return to the main room, they take turns presenting their reasons for and against. The group that defends the opinion starts the discussion and the group that rejects answers and so on. The participants can include additional responses during the exchange. 6. The finished discussion is followed by a reflection, in which they talk about the experience and their findings. 7. The mentor picks another opinion and reverses the roles of the groups (the group that defended the opinion before is now the group that rejects the opinion and vice versa). 8. The participants return to separate virtual rooms, where they exchange opinions for and against and carry out a joint discussion in a main room. 9. The exercise is concluded with a final evaluation in which the participants share their experience on how they felt in different roles and how the role affected their opinion.
<p>Adjustments to distance learning: what we need to pay attention to, possible obstacles...</p>	<ol style="list-style-type: none"> 1. The mentor should have advanced knowledge of online tools (division of groups into separate rooms). 2. It is reasonable for the exercise to include an even number of stereotypes so that every participant gets a chance to defend and reject at least one opinion.

	<p>3. It is possible that one of the participants could find the opinion too difficult to defend or reject, or that they will refuse to do so due to strong personal opinions about the statement. In this case, they will need additional encouragement.</p>
--	---

Name of the workshop	What color are your eyes?
Method	Method of observation, perception, and emotion
Purpose/goals	Developing social skills: the participants improve their confidence and learn about the importance of eye contact with the people they speak to.
Short description	The participants learn about the importance of eye contact through personal experience: they introduce themselves while watching a photo of eyes, while making no eye contact and while maintaining eye contact.
Online tools	Videoconference (such as Zoom, MS Teams...)
Didactic accessories	A photo of eyes
Recommended number of participants	Up to 10
Duration	45 – 60 minutes

<p>Step-by-step instructions for the workshop</p>	<ol style="list-style-type: none"> 1. The mentor describes how the workshop will be conducted. 2. The participants deliberate and write down three sentences about themselves. 3. The mentor and the participants decide on an order in which they will speak. 4. The mentor shares their screen which shows a picture of eyes. The participants take turns according to the agreed-upon order and say the three sentences that they wrote down while looking at the eyes on the screen. 5. After they are finished, the mentor carries out a short intermediate reflection to see how the participants felt and how they perceived their eye contact with the photo.
	<ol style="list-style-type: none"> 6. The exercise continues in pairs. The mentor divides the participants into two separate virtual rooms. The paired participants read out the sentences that they have prepared, each of them does this twice: <ol style="list-style-type: none"> a. In the first round, they say the sentences while facing away from each other b. In the second round, they say the three sentences while maintaining eye contact with their partner c. The pair reflects: after they finish the exercise they talk about how they felt, what they experienced, observed and discuss any differences between the two rounds etc. 7. Reflection and discussion within the group. The participants are called back to the main room, where each pair describes the process and the findings of the exercise. 8. The mentor sums up the findings and adds to them the theoretical bases of the importance of eye contact. Then he or she checks how the exercise affected the participants.

<p>Adjustments to distance learning: what we need to pay attention to, possible obstacles...</p>	<ol style="list-style-type: none"> 1. The mentor should have advanced knowledge of online tools (division of groups into separate rooms). In case of technical difficulties, the exercise can be carried out with the whole group, without separation. 2. In case of technical difficulties or if the participants do not have access to adequate equipment, the first part of the exercise can be carried out by drawing a pair of eyes on a piece of paper while the role of the partner in the second part of the exercise can be filled by a member of the household.
	<ol style="list-style-type: none"> 3. If division into separate rooms is not possible, the mentor can pair up the participants and decide on the order in which they will speak. In this way, the whole group can carry out the exercise together.

Name of the workshop	Guess if you can
Method	Method of gamification
Purpose/goals	The participants familiarize themselves with different occupations through a game
Short description	The participants try to guess different occupations. By asking questions, they try to gather as much information about each occupation as possible. The game is finished when they guess all the occupations. They sum up the characteristics of each occupation and conclude with a group conversation in which they evaluate their newly-acquired knowledge.
Online tools	Video conference (such as Zoom, MS Teams...) Group digital whiteboard (such as Jamboard, Notepad...)
Didactic accessories	Photos of occupations: https://www.mojaizbira.si/novice/poklicne-kartice
Recommended number of participants	Up to 8

Duration	60 – 90 minutes
Step-by-step instructions for the workshop	<ol style="list-style-type: none">1. The mentor prepares photos of occupations (one photo per participant)2. Each participant receives their assigned photo in their private messages. The participant becomes the “guardian” of their assigned occupation.3. The participants and the mentor decide on an order in which the participants will guess the occupations (for example, by alphabetical order).4. The participants/guardians of the occupation take a piece of paper and write down the name and the characteristics of the occupation shown on the photo that they receive: a description, what he/she

does, suitable workplace, equipment/tools, product/service, knowledge/skill, psychophysical capabilities, work conditions, risks...

5. The participants guess the occupations of the guardians, one by one, following the agreed-upon order of speaking. They begin with the first occupation on the list. When it is their turn, each individual can ask one question. The question must be formed in a way that allows the guardian to answer with YES or NO. Each question should be different from the previous ones so that the participants can receive as much information about an occupation as possible. The mentor writes down the questions answered with YES on the group digital whiteboard. When enough information is revealed, the next participant can try and guess the name of the occupation. If he or she does not succeed, the participants continue asking questions. The game is finished when they guess the occupation.
6. The participant guarding the occupation summarizes the characteristics of the occupation with the help of the notes written on the digital whiteboard. The participants exchange any experience relating to the occupation.
7. The game continues with the participants guessing the next occupation.
8. When the game is finished it is followed by a discussion that helps the mentors check the effects of the game. The mentor can use questions to encourage the discussion (for example, What did you learn? Which occupation surprised you the most? Which occupation did you particularly like? Why? What are the key skills of each/all occupations?)

<p>Adjustments to distance learning: what we need to pay attention to, possible obstacles...</p>	<ol style="list-style-type: none"> 1. In case the participants cannot see their assigned photo well enough, the mentor can write down the name of the occupation instead. 2. Number of participants: If the group is large, the mentor can lower or limit the number of occupations (for example, two guardians per each occupation). The game can also be played with a single participant with whom the mentor can take turns trying to guess the occupations. 3. If the participants lose their focus, the mentor can add a break or come to an agreement with the participants to stop/conclude the game. 4. It is crucial for the order in which the participants will ask questions to be agreed upon ahead of time. This prevents everyone from asking questions at the same time and ensures that each participant will get their turn to guess. 5. The mentor encourages the participants to ask different questions and to try to gain as much information about the occupations as possible.
--	--

Name of the workshop	The best me
Method	Method of grading
Purpose/goals	Through this workshop, the participants learn about the importance of a written introduction to an employer, about key elements and most frequent mistakes and learn how to improve their written introduction.
Short description	The participants exchange the written introductions (CVs with an accompanying letter or applications for a job) that they use when seeking employment or that they prepared prior to the workshop based on the mentor's instructions. Each of them reads and then grades the written works of their colleagues and gives feedback with suggestions for improvement.
Online tools	Videoconference (such as Zoom, MS Teams...) Group digital whiteboard (such as Jamboard, Notepad...) E-mail or regular mail

Didactic accessories	Pens and paper
Recommended number of participants	Up to 10
Duration	60 – 90 minutes
Step-by-step instructions for the workshop	<ol style="list-style-type: none"> 1. The participants are given instructions prior to the meeting: they choose one of the written introductions to the employer or prepare an introduction based on the mentor's instructions. Written introductions are sent to the mentor via e-mail or regular mail. The mentor gathers the written introductions and forwards them to another participant. When doing so, the mentor must be careful not to send the introduction back to its author.

	<ol style="list-style-type: none">2. At the meeting, the group receives instructions from the mentor.3. The participants first work individually: each of them assumes the role of the employer and reads the written introduction that they received via e-mail or regular mail. The mentor can help them during the preparation of feedback by asking further questions:<ol style="list-style-type: none">a. What did they like most about the written introduction?b. What didn't they like? Is there any information missing?c. Is there any excessive information?d. Did the author appropriately introduce him / herself to the employer?e. Suggestions for improvement...Further questions or reminders can be shared on the screen. The participants are encouraged to use the sandwich feedback technique.4. Then the mentor shares the written works on the screen, one by one. The participant who graded the piece of writing introduces themselves and relays their findings, opinion and suggestions for improvement. The other participants may also take part.5. After the presentations of all written works and their feedbacks, the participants and the mentor summarize the main features of a good written introduction to an employer. The mentor writes these features down on the virtual whiteboard.6. The mentor concludes the workshop with a reflection: the participants talk about their experience and how they felt while reading the introductions and receiving the grades from their colleagues. Did they find the
--	--

	<p>feedback helpful? How will they change/improve their introduction? How did it make them feel?</p>
<p>Adjustments to distance learning: what we need to pay attention to, possible obstacles...</p>	<ol style="list-style-type: none"> 1. It is important for all the participants to prepare for the meeting ahead of time (choose and write their CV and send it to their mentor). 2. The mentor must ensure that the participants are well prepared and familiarized with the proper way of giving feedback. 3. The workshop is conducted in a group where the participants know each other well and the atmosphere is pleasant. 4. Prior to the workshop, the mentor assesses whether or not the participants are capable of reading a text and presenting their feedback. 5. The mentor can decide to leave out the individual grading of introductions. In this case, the mentor shares the written works on the screen and reads them out loud, while the participants give feedback and offer suggestions for improvement. 6. The mentor can also conduct this method individually, with only one participant, in which case the mentor prepares the feedback.

<p>Name of the workshop</p>	<p>Let's role play</p>
<p>Method</p>	<p>Role play</p>
<p>Purpose/goals</p>	<p>Through personal experience (putting themselves in somebody else's shoes), the participants acquire the skills needed for a successful job interview. They become familiar with possible questions and answers, they become aware of their non-verbal communication and think about their feelings.</p>

Short description	In groups of three, the participants act out the job interview: one of them plays the role of the employer, one of them plays the role of the jobseeker and one of them is an observer. If possible, the conversation should be recorded. The group watches the recordings, the participants share their experiences and feelings and assess the conversations.
Online tools	Videoconference (such as Zoom, MS Teams...)
Didactic accessories •	<ul style="list-style-type: none"> • Reminder for the jobseeker's introduction • Employer's list of questions for the interview • Reminder for the observer: verbal (content) /non-verbal communication (facial expression, voice, gaze, body language...)
Recommended number of participants	6 – 12
Duration	60 – 90 minutes
Step-by-step instructions for the workshop	<ol style="list-style-type: none"> 1. The mentor gives instructions for role play. The participants and the mentor look through the material or the equipment. 2. In the chat, the mentor uploads material for all three roles: jobseeker, employer and observer. 3. The mentor divides the participants into groups of three and puts them in separate rooms. The mentor also selects the occupation for each job interview ahead of time.

4. The participants come to an agreement on how to assign roles on their own. They use the material in the chat to prepare for their roles:
 - a. Jobseeker: prepares a short introduction for the employer (the introduction should last one minute)
 - b. Employer: picks 3-5 questions from the list of questions
 - c. Observer: gets acquainted with the reminder to observe; keeps track of time and encourages the start of the conversation
5. Role play (10 minutes):
 - a. The jobseeker briefly introduces him or herself to the employer.
 - b. The employer asks the jobseeker questions and the jobseeker answers
 - c. The observer follows the conversation and the participants' verbal and non-verbal communication
6. Evaluation in separate rooms: each participant describes their experience with their role:
 - a. Jobseeker: how the questions made them feel, how they decided on their answer, which parts they found challenging...
 - b. Employer: how/why they chose the questions, were they happy with the answers, how they felt during the interview, how they would answer the same questions...
 - c. Observer: how the jobseeker and the employer responded, observations of verbal and non-verbal communication, possible notes on what could have been done differently
7. Joint evaluation: the participants leave the separate rooms and return to the main room. Each group gives a report on their job

	<p>interview: how the introduction went, which questions the employer asked, how the jobseeker answered, how non-verbal communication was included in the conversation... The mentor asks further questions to encourage the presenters and elicit responses from other participants.</p> <p>8. The mentor and the participants summarize the instructions on how to prepare for a job interview.</p>
<p>Adjustments to distance learning: what we need to pay attention to, possible obstacles...</p>	<ol style="list-style-type: none"> 1. In case the participants are not able to open the attachments (reminders), the mentor should present them in detail to the whole group. 2. The mentor should have advanced knowledge of online tools (division of groups into separate rooms). They need to check whether the participants are divided appropriately. In case of technical difficulties, the exercise can be carried out with the whole group, without separation. 3. If separation into different rooms is not possible, the role play takes place in front of the whole group. 4. Prior to the workshop, the mentor selects well-known occupations for the role play. The participants can change their assigned occupation if they wish. 5. If the participants cannot agree on how to assign the roles, the mentor assigns them instead. 6. During the role play, the mentor checks on the rooms and observes the participants, gives them notes and supports them.

	<ol style="list-style-type: none"> 7. If knowledge and technical capabilities allow, the mentor and the participants can record the job interviews. The group then watches the recordings during evaluation. 8. If the mentor assesses that the workshop could be too demanding for the participants, they can put together a script for each room. 9. If there is enough time, the participants can switch roles (each of them plays all three roles).
--	--

3. Methods of distance learning for adults with special needs

Since the beginning of the pandemic in March 2020, all partner organizations were obliged to turn face-to-face learning to distance learning, which was especially challenging for vulnerable adults. Specifically, educators started using distance learning methods with people with special needs as they needed support and motivation in order to engage in daily life activities, strengthen their self-esteem, expand their social network, and develop their personal growth.

3.1. Characteristics and barriers of the target group

In the target group of adults with special needs, there are people with physical, behavioural, and/or developmental health problems. Specifically, their characteristics include: fear of incapacity, poor concentration / inability to focus on a task / can get easily distracted, low self-esteem, and social exclusion. In some cases, the participants may have difficulties in preparing assignments, keeping appointments, and in reading comprehension.

Barriers: Some of them have low level of digital skills, low knowledge of a foreign language, and limited access to ICT tools

3.2. Motivating the target group to participate in distance learning activities

In order to motivate and interest the target group in participating in distance learning activities, it was important to create an environment in which they felt safe and accepted. Various approaches were applied:

Participation in activities in groups with familiar people (acquaintances / friends) - sharing experiences since the pandemic started

Unlimited number of participants (group mixing)

Contact with a wider network of people (support from family members)

Using familiar to them platforms (e.g. telephone contact / Facebook messenger)

Teaching computer/digital skills and/or assisting them with new to them platforms (e.g. Zoom conferences).

All these helped them realize that “it’s not impossible to learn through distance”, which in turn motivated them.

3.3. Methods of distance learning for adults with special needs

Name of the workshop	Flash card method for teaching English as a second language
Method	GAMIFICATION
Purpose/goals	This method gives participants the opportunity to engage in a conversation with short questions and answers and to strengthen their memory and concentration.
Short description	The trainer shows flash cards to the learners with a visual and verbal representation, in order for them to learn new vocabulary, and they have to memorize each word.
Online tools	Zoom platform
Didactic accessories	Flash Cards
Recommended number of participants	2 – 6
Duration	60 mins

<p>Step-by-step instructions for the workshop</p>	<p>STEP 1: The trainer shows a card to the learner with a visual and verbal representation on the card (e.g. when teaching the weather, present a flash card with a picture of the sun and below have the word “sunny” presented).</p> <p>STEP 2: Then the verbal representation is hidden and the learner has to say the word. The learners try to recall the solution written on a flashcard. (The association of the picture with the word is more easily learned by the students).</p> <p>STEP 3: If the students are at a more advanced level, the trainer can ask questions related to the images being taught (e.g. What is the weather like today? / What do we wear when it is sunny ...?)</p>
<p>Adjustments to distance learning: what we need to pay attention to, possible obstacles...</p>	<ul style="list-style-type: none"> -Extra training on how to use Zoom platform may be required (not as commonly used as Facebook messenger). -Internet connection may be weak (we must encourage participants to sit near their wifi device to get better signal). -Make sure both you and the participants have their devices charged or plugged in to avoid shut downs during the training. -Adults with special needs can get easily distracted – choose colorful flash cards, change the tone of your voice to keep their attention, and take short breaks whenever necessary. The flash cards should be prepared in advance. -At the end of the training the trainer could ask the participants what vocabulary they are interested in learning for next time.

Name of the workshop	Web screen sharing – Find the differences
Method	GAMIFICATION
Purpose/goals	To strengthen memory and concentration
Short description	<p>The consultant uses the method of gamification via Zoom, where they share the screen of the website, and present two photos with minimal differences - the participant has to find and mark these differences by clicking on the screen (the website provides immediate feedback).</p> <p>Another online memory game is one in which participants are able to turn the e-card over by clicking and actively participate in the game (time limit for solving and thus trying to achieve the best possible result). Once the participants feel accepted and safe in individual forms of work, they can be grouped into smaller groups.</p>
Online tools	Zoom platform
Didactic accessories	-
Recommended number of participants	2 – 6
Duration	60 mins
Step-by-step instructions for the workshop	<p>STEP 1: Prepare for the game in advance by finding the 2 images with minimal differences from the website before the training – make sure the level of difficulty suits the abilities of the adults with special needs.</p> <p>STEP 2: Guide the participant if they have difficulty finding the differences by placing the mouse over one of the images (without clicking on it) so they know where to look.</p>
	STEP 3: Although the website provides immediate feedback, you can also praise the participant for every correct answer.

<p>Adjustments to distance learning: what we need to pay attention to, possible obstacles...</p>	<ul style="list-style-type: none"> -Extra training on how to use Zoom platform may be required (not as commonly used as Facebook messenger). -Internet connection may be weak (we must encourage participants to sit near their wifi device to get better signal). -Make sure both you and the participants have their devices charged or plugged in to avoid shut downs during the training. -Adults with special needs can get easily distracted, so choose colorful images, change the tone of your voice to keep their attention, and take short breaks whenever necessary.
--	---

Name of the workshop	Role playing (interview)
Method	GAMIFICATION
Purpose/goals	Teaching persons with disabilities professional skills for their inclusion in the labour market.
Short description	<p>The trainer takes on the role of the interviewer while the student takes on the role of the job seeker, and they engage in a conversation of questions and answers.</p> <p>The online meeting is set to take place on a specific time and day, like in a real interview.</p> <p>Then, feedback is given to the student on their performance during the interview.</p>
Online tools	Zoom platform / Skype
Didactic accessories	Cards with interview questions (e.g. What are your strengths and weaknesses?)
Recommended number of participants	One on one
Duration	60 – 90 mins

<p>Step-by-step instructions for the workshop</p>	<p>STEP 1: The trainer decides on a job position suited for the participant and discusses they with the participant the roles that they will both take on in advance.</p> <p>STEP 2: The trainer gives the participant a day time of when the interview will take place (practice interview a few times before)</p> <p>STEP 3: Interview questions are prepared in advance.</p> <p>STEP 4: After the interview, the trainer provides feedback to the participant on what to pay attention</p>
	<p>to for next time / how to answer specific questions / standard phrases they could use.</p>
<p>Adjustments to distance learning: what we need to pay attention to, possible obstacles...</p>	<ul style="list-style-type: none"> -Internet connection may be weak (we must encourage participants to sit near their wifi device to get better signal). -Make sure both you and the participants have their devices charged or plugged in to avoid shut downs during the training. -Not all adults with special needs have clear speech. Make sure to tell them to speak slowly and clearly, especially on an online interview where there could be other noise distractions.

<p>Name of the workshop</p>	<p>Getting to know each other / Ice-breakers at introductory e-meetings</p>
<p>Method</p>	<p>STORYTELLING</p>
<p>Purpose/goals</p>	<p>It helps the participants to relax and get to know each other better at the same time.</p>
<p>Short description</p>	<p>Participants draw themselves on a piece of paper and write their positive trait on the initial of their name. They then guess the positive qualities of the other participants, and when they guess them, each participant has to give an example of why they described themselves with a certain adjective.</p>
<p>Online tools</p>	<p>Zoom / MS Teams / Messenger / Skype</p>
<p>Didactic accessories</p>	<p>Paper and pen/pencil</p>
<p>Recommended number of participants</p>	<p>2 – 8</p>

Duration	30 mins
Step-by-step instructions for the workshop	<p>STEP 1: Present the task practically to the participant: Give an example by presenting the initial of your own name and a corresponding adjective.</p> <p>STEP 2: Give possible descriptive adjectives to the participants in advance so they have more ideas (you can share a board on the screen and type some examples).</p> <p>STEP 3: Give them a few minutes to draw and think about their task.</p> <p>STEP 4: Then call out the name of each participant when it's their turn to present. Remind them not to interrupt when others are speaking.</p>
Adjustments to distance learning: what we need to pay attention to, possible obstacles...	<ul style="list-style-type: none"> -Internet connection may be weak (we must encourage participants to sit near their wifi device to get better signal). -Make sure both you and the participants have their devices charged or plugged in to avoid shut downs during the training. -Make sure the participants have a paper and pen/pencil in front them before the activity begins.

Name of the workshop	Story of my name
Method	STORYTELLING
Purpose/goals	It is often used as ice-breaker or introductory activity or to explore themes from literature.
Short description	The learners share the meaning or story behind their first, middle, last/surname or a nickname. This strategy requires active listening skills and verbal communication.
Online tools	zoom / ms teams / messenger / skype / viber
Didactic accessories	-
Recommended number of participants	2 – 8
Duration	20 – 30 mins

<p>Step-by-step instructions for the workshop</p>	<p>STEP 1: Begin the task by sharing the story of your name first. STEP 2: Give participants a few minutes to think about their task. STEP 3: Call out the name of each participant when it's their turn to present. Remind them not to interrupt when others are speaking. If they have difficulty coming up with something, ask them questions to get them started (e.g. do you like your name? / Were you named after your grandfather? / Why do you think people call you...?)</p>
<p>Adjustments to distance learning: what we need to pay attention to, possible obstacles...</p>	<ul style="list-style-type: none"> -Extra training on how to use online platforms may be required. -Internet connection may be weak (we must encourage participants to sit near their wifi device to get better signal). -Make sure both you and the participants have their devices charged or plugged in to avoid shut downs during the training.

<p>Name of the workshop</p>	<p>Written narrative with sequence cards</p>
<p>Method</p>	<p>STORYTELLING</p>
<p>Purpose/goals</p>	<p>Enhance vocabulary / communication, creativity / imagination, and group work.</p>
<p>Short description</p>	<p>The participants create their own story based on a sequence of images given by the trainer. The story they create must have a beginning, middle, and ending.</p>
<p>Online tools</p>	<p>Zoom / MS Teams</p>
<p>Didactic accessories</p>	<p>Sequence Cards / Images</p>
<p>Recommended number of participants</p>	<p>2 – 8</p>
<p>Duration</p>	<p>60 – 90 mins</p>

<p>Step-by-step instructions for the workshop</p>	<p>STEP 1: The trainer displays a sequence of pictures (cards) on the screen.</p> <p>STEP 2: Participants are divided into small groups. All the groups get the same task: for this material, create a story (name the characters / describe what they are doing / describe their feelings from beginning to end).</p> <p>STEP 3: Each participant in the chat writes one or more sentences in a certain order. The trainer has access to all three groups and then announces all the final stories.</p> <p>STEP 4: The trainer asks if everyone agrees and what they want to add. In conclusion, they conduct a general discussion, share their thoughts and make suggestions.</p>
<p>Adjustments to distance learning: what we need to pay attention to, possible obstacles...</p>	<p>-Extra training on how to use online platforms may be required.</p> <p>-Internet connection may be weak (we must encourage participants to sit near their wifi device to get better signal).</p>
	<p>-Make sure both you and the participants have their devices charged or plugged in to avoid shut downs during the training.</p> <p>-Adults with special needs can get easily distracted – choose colorful flash cards, change the tone of your voice to keep their attention, and take short breaks whenever necessary. The flash cards should be prepared in advance.</p> <p>-Teaching narrative techniques in advance may also be useful here (e.g. the use of chronological order, past tenses, reported speech, etc).</p>

<p>Name of the workshop</p>	<p>Brainstorming</p>
<p>Method</p>	<p>PERSON CENTERED APPROACH</p>
<p>Purpose/goals</p>	<p>The objective is to take into account the person's wishes, preferences and desired outcomes, to promote their wellbeing, and to identify, together with the person and their family, how to best use care and support them to achieve their desired outcomes.</p>

Short description	Plan and brainstorm WITH the individual everything that is related with their education. Focus on the abilities and skills of the individual and create an educational plan, don't focus on the labels, statistics and diagnosis.
Online tools	This can be done through the website Mind Meister https://www.mindmeister.com/ , and the discussion via online platforms that offer screen sharing (e.g. Zoom).
Didactic accessories	-
Recommended number of participants	One on one
Duration	Up to 1,5 hours
Step-by-step instructions for the workshop	<p>Step 1: Prepare the Participant: Set up a comfortable meeting environment for the session.</p> <p>Step 2: Give the person plenty of quiet time at the start of the session to write down as many of their own ideas as they can. Then, ask them to share their ideas.</p> <p>Step 3: Guide the Discussion: As the facilitator, you should share ideas if you have them, but spend your time and energy supporting your student and guiding the discussion. Stick to one issue at a time, and refocus the student if they become sidetracked. Although you're guiding the discussion, remember to let them have fun while brainstorming. Welcome</p>
	<p>creativity, and encourage them to come up with as many ideas as possible, regardless of whether they're practical or impractical. If the brainstorming session is lengthy, take plenty of breaks so that people can continue to concentrate.</p> <p>Step 4: Take action and write down the educational plan.</p>
Adjustments to distance learning: what we need to pay attention to, possible obstacles...	<p>-Internet connection may be weak (we must encourage participants to sit near their wifi device to get better signal).</p> <p>-Make sure both you and the participants have their devices charged or plugged in to avoid shut downs during the training.</p> <p>-If the "mind meister" website seems too complicated for your participant, you could share the screen and</p>

	draw an example of how to brainstorm their ideas.
--	---

Name of the workshop	Proctor Model
Method	PEER TO PEER APPROACH
Purpose/goals	It promotes discussion between the learners. The direct interaction between students promotes active learning and active participation.
Short description	It involves senior students tutoring junior students. The senior student could be an older student from a higher grade or a more skilled student.
Online tools	Zoom, MS Teams, or Skype
Didactic accessories	Images (in our example, images that show different emotions)
Recommended number of participants	3 (senior student, junior student, coordinator)
Duration	Up to 1 hour (depending on number of tasks and peers' abilities)
Step-by-step instructions for the workshop	<p>1) The coordinator shows various images on the screen (e.g. for emotion recognition). The person with fewer skills can participate in a memory exercise of trying to find the same photo, or just of trying to recognise the emotion.</p> <p>2) The person with more skills acts as a supporter/mentor for the person with fewer skills, and helps him/her only when he/she has difficulty responding to the task. In this example, the person with fewer skills can imitate the emotion using facial expression so the other student can guess it more easily.</p> <p>3) The coordinator gives any necessary feedback to the participants.</p>
Adjustments to distance learning: what we need to pay attention to, possible obstacles...	<p>-Extra training on how to use the online platforms may be required.</p> <p>-Internet connection may be weak (we must encourage participants to sit near their wifi device to get better signal).</p>

	<p>-Make sure both you and the participants have their devices charged or plugged in to avoid shut downs during the training.</p> <p>-Adults with special needs can get easily distracted – choose colorful images, change the tone of your voice to keep their attention, and take short breaks whenever necessary. The images should be prepared in advance.</p>
--	--

Name of the workshop	Dance / Cooking workshop
Method	EXPLANATION, DEMONSTRATION, PRACTICAL WORK
Purpose/goals	Enhance communication, listening and observation skills. Participants learn to put into practice what they see and hear, while also improving their physical health.
Short description	This method could be divided into a series of online sessions. The first sessions involve preparation and then engaging in a conversation on various topics. The next sessions involve the observation and demonstration of the workshops (in this case dance and/or cooking), and in the final sessions the participants are able to engage in practical work.
Online tools	Zoom / MS Teams
Didactic accessories	-
Recommended number of participants	10 max.
Duration	1 hour (demonstration once a week)

<p>Step-by-step instructions for the workshop</p>	<p>STEP 1: EXPLANATION / CONVERSATION:</p> <ul style="list-style-type: none"> • Before the meeting, participants search for information from their families, web, books, etc. • Each participant prepares for the topic. • Search for current information from the web and simplify it. • Participants express their concerns (regarding covid-19) and discussion takes place on taboo, personal or private topics. <p>STEP 2: DEMONSTRATION / OBSERVATION:</p> <ul style="list-style-type: none"> • Dance creative workshops on distance
	<ul style="list-style-type: none"> • Prepare for the workshop in advance because it is harder to be “spontaneous”. Framework, an idea, or theme needed • Sometimes the group is very creative and the participants are able to drift to the dance flow. • Create many dance assignments for the adults with special needs. <p>STEP 3: PRACTICAL WORK:</p> <ul style="list-style-type: none"> • Physical activity required: Show the exercises to the participants (e.g. Cooking skills) • Certain participants can have help by family and some of them with a visit of mentor and live demonstration of how to connect to the distance workshop.
<p>Adjustments to distance learning: what we need to pay attention to, possible obstacles...</p>	<p>-Extra training on how to use the online platforms may be required.</p> <p>-Internet connection may be weak (we must encourage participants to sit near their wifi device to get better signal).</p> <p>-Make sure both you and the participants have their devices charged or plugged in to avoid shut downs during the training.</p> <p>-For each step, whether it concerns explaining, demonstrating or practical work, the trainer must be prepared in advance. Find songs / tasks that are easy for adults with special needs to follow.</p>

<p>Name of the workshop</p>	<p>Creative art workshop</p>
<p>Method</p>	<p>CREATIVE WORK</p>
<p>Purpose/goals</p>	<p>Enhance creativity and feel better through art.</p>

Short description	Workshop of creative art for persons (21+) with intellectual disabilities over their own or parent's Facebook profile. It regards art therapy – participants draw what bothers them. It is followed by discussion / feedback.
Online tools	Facebook Messenger
Didactic accessories	Paper and pen/pencil
Recommended number of participants	5 – 6
Duration	30 – 60 mins
Step-by-step instructions for the workshop	<p>STEP 1: Present the task practically to the participant: Give an example by presenting what bothers you, and draw the emotion out on the screen.</p> <p>STEP 2: Then give examples of feelings and ways to draw them out.</p> <p>STEP 3: Give the participants a few minutes to draw and think about their task.</p> <p>STEP 4: Then call out the name of each participant when it's their turn to present. Remind them not to interrupt when others are speaking.</p> <p>STEP 5: Discuss and give feedback.</p>
Adjustments to distance learning: what we need to pay attention to, possible obstacles...	<p>-Internet connection may be weak (we must encourage participants to sit near their wifi device to get better signal).</p>
	<p>-Make sure both you and the participants have their devices charged or plugged in to avoid shut downs during the training.</p> <p>-Make sure the participants have a paper and pen/pencil in front them before the activity begins.</p>

4. Methods of distance learning for seniors

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. Although by now we have mostly returned to in-classroom learning format we have collected valuable observations and experience on how to support seniors in distance learning.

4.1. Characteristics and limitations of the target group

As people age, they still have the need to learn, connect, and grow. People who are retired have more time to engage in learning opportunities and the number of available online learning opportunities continues to grow rapidly. Yet this alone does not guarantee access or use by seniors. Older adults mostly decide to take part in online training because they want to socialise, take part in recreational activities or need to learn something practical regarding e-governance services.

Because they are accustomed to different approaches to learning, they find it harder to adapt to change, so they need more time. Some have reservations and fears about using new technology and approaches. There are also differences in digital literacy, as some know, can and understand more than others. This is also due to poor previous experience or lack of knowledge and experience with technology and lack of computer equipment at home.

Ageing-related changes in perceptual, cognitive, and psychomotor abilities also have significant impact on the ability to use technology in learning. It includes normal changes with age in vision, hearing, perception, memory, comprehension, information processing, working memory, and/or motor dexterity. If normal ageing can be characterised by a slowing down, the Internet can be characterised by a speeding up. It is a small wonder that many older adults shy away from computer and Internet use. An awareness of slowing down due to age-related changes, frustration with complexity and terminology are barriers that are hard to overcome for many older adults. This lack of long-term, stable interaction patterns and technical environment for online learning is perhaps the biggest barrier to realising the potential of senior online learning.

4.2. Motivating the target group to approach distance learning activities

Educational opportunities in later life meet the following needs:

- Learn new things
- Keep social networks and reduce isolation
- Maintain cognitive and mental health
- Develop new job skills who want or need to stay in the job market
- Recreate

Older learners are not likely to participate in online environments that are boring or lack motivating content and activities. There is a need to design more engaging online learning in order to create a more successful learning environment for online learners, particularly older learners who are often not motivated to participate by job requirements. Senior learners are curious, they want to make good use of their free time and at the same time acquire new knowledge, competencies and strengthen cognitive abilities.

Learners feel better if they are in a safe environment and in a familiar process, which should be ensured by educators. The educators' approach should be relaxed, they should be willing to assist with computer literacy problems. The content of teaching must be adapted to distance teaching. Much more emphasis should be placed on oral expression, audio and video, less on individual work and more on group work. Distance learning needs to be planned a little more carefully in advance. The activity must be clearly structured and the instructions given very precise and clear.

Above all, the individual approach proved to be successful, so individual meetings, when the educators called the participants by phone and led them step by step to the goal in their acquaintance with technology.

4.3. Distance learning methods for seniors

Name of the workshop	SET UP A BOOKSHELF IN PADLET
Method	Individual or group work in Padlet
Purpose/goals	Enable collaborative participation in a shared space.
Short description	<p>Padlet could be used for a variety of reasons. Not only can learners collaborate on walls in real time; students can also work on their own walls individually. This, coupled with the ability to upload just about any type of media onto a wall, means that Padlet can be used for almost any lesson.</p> <p>Students can document their learning by uploading how-to videos, creating newspapers, solving math problems, and taking pictures for ice-breaker activities. They can reflect on their learning, during the process or at its completion, adding notes to the walls they have created. Padlets may then be turned into picture files and blogged for sharing.</p> <p>Here you will find an example of using the Padlet shared space for setting up a bookshelf for collaborative reading and learning.</p>
Online tools	Padlet
Didactic accessories	/

Recommended number of participants	1-16
Duration	Flexible
Step-by-step instructions for the workshop	The educator creates the Padlet board to make books or study material recommendations or keep track of what learners are reading. Recommendations by educators or other learners will help learners to find new reads to love and to expand their knowledge on a topic learned. Ask learners to rate and comment on the books they're reading for class and include their own personal choices too.
Adjustments to distance learning: what we need to pay attention to, possible obstacles...	<ul style="list-style-type: none"> - Check if all the learner can access the link to Padlet - Make a tutorial on how to use Padlet if your learners have never used it before and experience difficulties with it

Name of the workshop	PERFECT RECIPE
Method	Group work, collaborative learning
Purpose/Objectives	Objectives: Socialisation, communication, increasing the value of the seniors' experience, creativity, memory, teamwork
A brief description	This method allows us to use collective and individual experience and knowledge to solve problems, synthesise learning, think critically and creatively, and reflect.
Tools	Any platform where there is a shared board or screen display option + a moderator
Didactic Accessories	/
Recommended number of participants	3 - 15
Duration	45 min
Workshop course (step by step)	Divide participants in groups of 3-5 and ask them to create a "perfect recipe" of smth they have learned recently or are learning at the moment. In group work, the participants create a "collective recipe" in such a way as to draw on the experience of all participants. Then invite the groups to share their "perfect recipe" in a plenary.
Distance learning adaptations; what we need to pay attention to, possible challenges	Choose the platform that enables you to divide participants in groups and assign them to different "rooms". Visit the "rooms" while the groups are working and check if the participants work collaboratively and remind them about the time-keeping.

Name of the workshop	I REMEMBER
Method	Creative writing
Purpose/Objectives	<ul style="list-style-type: none"> - Promote creative writing - Enable sharing precious and important moments - Reflect
A brief description	This activity asks students to write about an aspect of a recent reading that stuck in their memory. Such solo exercise is ideal if you aim to help your students to stimulate their mind before working on a larger project or to overcome writer's block, or can be used with a larger group, where you simply ask everyone to share what they've written in groups of 3 or 4 people afterwards.
Tools	Any platform where there is a shared board or screen display option + a moderator. Paper and writing tools. Alternatively a collaborative platform such as Miro or Padlet for simultaneously writing text online.
Didactic Accessories	/
Recommended number of participants	Any
Duration	45 min
Workshop course (step by step)	<p>Ask participants to write "I don't know why I remember..." and then continue writing for fifteen minutes, or however long feels necessary. Writing about one's own memories can sometimes spark creativity in ways that learners may not realise, as memory is a key impetus for creative work, regardless of genre.</p> <p>This exercise is useful for the learners to free their mind and get themselves comfortable with the page. It is also useful to get in the habit of writing without censoring themselves. The memories they uncover may find their way into a story or a poem; the juxtapositions between memories may also have some unexpected resonance. If they are sharing this exercise with a group, it may be illuminating to discuss which memories were particularly moving or interesting to the other writers in the group, as the most "resonant" memories may not be the ones they would anticipate.</p>
Distance learning adaptations; what we need to pay attention to, possible challenges	

Name of the workshop	LEARNING THROUGH READING
Method	Method of reading and working with text, pictures, maps and photographs

Purpose/goals	<ul style="list-style-type: none"> - Practice reading - Practice listening - Practice spelling and pronunciation
Short description	With this method, the lecturer presents different types of texts to the participants. Participants gain personal experience and encouragement to read the texts carefully, try to understand it, and seek help with words or parts of the text that they do not understand. With this method, participants strengthened reading aloud, pronunciation and comprehension of different texts, as well as orthography (eg spelling differs from pronunciation) and accentuation.
Online tools	Any platform where there is a shared board or screen display option + a moderator.
Didactic accessories	Text from everyday life (notice, invitation, request, complaint, apology...) etc. and various texts from magazines, newspapers or online sources.
Recommended number of participants	Any
Duration	Flexible
Step-by-step instructions for the workshop	The lecturer collects texts from everyday life (notice, invitation, request, complaint, apology...) and various texts from magazines, newspapers or online sources. First, she reads the text aloud herself. Then she encourages the participants to read the texts aloud and reminds them of the accent points if necessary. She checks the comprehension of the texts with questions and explains the unknown words to them. She reminds the participants of the spelling and orthographic rules.
Adjustments to distance learning: what we need to pay attention to, possible obstacles...	This method is good for language learning and practice and can be adjusted or complemented by additional elements for the purpose of the educational activity.

Name of the workshop	LEARN TO TELL A STORY
Method	Storytelling
Purpose/goals	Develop such skills as problem-solving, communication, creativity, problem solving, group work.
Short description	One of the most democratic methods, as participants are given the task of freely writing a story that could serve: motivational, therapeutic, creative, relaxing, etc. (depending on the purpose and theme of the training). The trainer only asks questions, which guide the participants into the structure of the writing.
Online tools	Any platform where there is a shared board or screen display option + a moderator.
Didactic accessories	/
Recommended number of participants	3 - 9
Duration	1,5 hours
Step-by-step instructions for the workshop	<p>Participants on examples gain basic knowledge of the types of storytelling, narrator, plot construction, description and the use of nonverbal communication in storytelling. They are then given the task of telling the story in a certain way (using a certain narrative technique, narrative tone, type of story). After each story is told, participants comment on each other's stories.</p> <p>Examples of storytelling tasks:</p> <ol style="list-style-type: none"> 1. Collaborative fairytale. Group work. Divide participants to groups of 4-5 people. Show five pictures, metaphor cards or words on the screen. The task for a group is the same: using the given material, create a story: the problem-description-solution. Participants in the chat (e.g. Telegram) write one sentence at a time in a specific order. The moderator has access to all groups and then announces all the final stories. She asks what everyone agrees to and what they would like to add. Finally there is a general discussion in Zoom or elsewhere. Participants share their thoughts and possible solutions or outcomes. 2. Personal story. Individually. A picture (subject) or word/topic is given and the task is to write a short story that everyone shares with the group. 3. A fun way to enable some storytelling in a group is to ask the participants to grab something that has a story to it. They could either take turns telling their story or get the rest of the group to guess the story behind their thing. The latter usually creates some funny imaginary side stories. This activity could be used as a warm-up.

Adjustments to distance learning: what we need to pay attention to, possible obstacles...	It is important to make sure that participants feel comfortable in the group because every storytelling activity implies sharing and sometimes sharing of sensitive information.
---	--

Name of the workshop	WHEN CONCENTRATION FALLS
Method	METHOD FOR RAISING CONCENTRATION
Purpose/goals	Maintaining concentration
Short description	A method that helps us get into a state of such attention in which we manage to combine intentions, ideas, emotions, and actions, and so we are able to achieve the results we want, whether the task is difficult or simple.
Online tools	Video conferencing (e.g. Zoom, MS Teams)
Didactic accessories	Breathing and stretching exercises Picture of acupressure points
Recommended number of participants	Unlimited
Duration	10 minutes
Step-by-step instructions for the workshop	<p>When the mentor notices that the participants are losing concentration, he takes a short break and performs the following exercises:</p> <ol style="list-style-type: none"> 1. Stretching exercises: the mentor asks the participants to straighten (they can sit) and push their shoulders back slightly. Then at the same time raise your arms as high as possible. Tilt your head towards your shoulders left and right, up and down, look left and right over your shoulder. Exercises can be repeated several times. 2. The mentor asks the participants to get up and walk to the window, door, lean against them and take a few breaths of fresh air, close them, then return to the computer. 3. Breathing exercises follow: the mentor leads the participants into a deep inhale and exhale, reminding them of diaphragmatic breathing; he directs them with his voice to try to breathe calmly, without forcing them to exhale, to make room for fresh air. When inhaled, they try to fill all the hidden corners of the lungs; inhaled air can be imagined in a fresh, sunny colour, and exhaled air in a darker colour. Breathing is effortless, focused. During breathing they can count. 4. Massage: the mentor shows the participants some acupressure points and reflex zones on the hands (palms) that affect the brain and thus general well-being; guided massage and encourages participants to imitate him/her. 5. When they have completed the attention exercises, the mentor directs them back to the topic, makes a short summary, and continues. 6. In case of a long workshop or lectures, take several short breaks.

<p>Adjustments to distance learning: what we need to pay attention to, possible obstacles...</p>	<p>Participants may be embarrassed when performing concentration exercises, so allow them to turn off the cameras and do the exercises in a relaxed manner. After completing the exercises, we ask them to turn on the cameras again.</p>
--	---

5. Methods of 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 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.

5.1. 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 manly 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 useing 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 ordesirable. Weak social support they have can not provide support for inclusion.

5.2. 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...
- 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.

5.3. 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?
	<ol style="list-style-type: none"> a. dentist b. teachers c. cook <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> <ol style="list-style-type: none"> 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.
Adjustments to distance learning: what we need to pay attention to, possible obstacles...	<ol style="list-style-type: none"> 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. 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.

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
Duration	60-90 minutes

<p>Workshop course (step by step)</p>	<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.
<p>Distance learning adaptations; what we need to pay attention to, possible challenges</p>	<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.

	<p>4. If the participants are unable to agree on the division of roles themselves, they shall be determined by the mentor.</p> <p>5. During the role play, the mentor joins the rooms, accompanies the participants, guides them and provides support.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>9. If there is enough time, participants in the room can also play other roles or situations.</p>
--	--

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
	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
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>

	<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
Duration	30 minutes (depending on the number of participants)

<p>Step-by-step instructions for the workshop</p>	<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.
<p>Adjustments to distance learning: what we need to pay attention to, possible obstacles...</p>	<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.

<p>Name of the workshop</p>	<p>In-depth learning and self-knowledge</p>
<p>Method</p>	<p>Writing a "double" diary</p>
<p>Purpose/goals</p>	<p>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.</p>
	<p>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.</p>

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
	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.

6. Methods of 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 prematurely 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 technical assistance being present during most of the lessons. This

will improve the implementation of the program.

6.1. 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, 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 a decrease in the development of economies.

6.2. 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.

6.3. 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	<ol style="list-style-type: none"> 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 attention to, possible obstacles...	<ol style="list-style-type: none"> 1. In case of non-inspiration, participant can skip asking questions 2 times before they are out of the game

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 cohesion, melting of diferernt regional cooking styles and enjoying thd differences.
Online tools	Zoom, MS Teams
Didactic accessories	Ingredients, pots, kitchen equipment

Recommended number of participants	6-8
Duration	4 hours
Step-by-step instructions for the workshop	<p>*The mentor informs the participant's beforehand about the ingredients and the recipe</p> <ol style="list-style-type: none"> 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 ingredients and recipes - the participant's are allowed to change two ingredients 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 together and reflect on experience
Adjustments to distance learning: what we need to pay attention to, possible obstacles...	<p>Everybody should go at the same pace</p> <p>Checking for allergies</p>
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	<p>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.</p> <p>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.</p>
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...	<ul style="list-style-type: none"> • Instructions for teachers • Example of instructions for participants

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

<p>Step-by-step instructions for the workshop</p>	<p>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.</p> <ul style="list-style-type: none"> - Rosehips can have as many petals and thorns as the learners like. But they should keep in mind that: <ol style="list-style-type: none"> 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. <p>2. Ask participants to take a pause to think, analyze the experience, and write down the most important aspects of the rosehip.</p> <p>3. Ask participants to share what they created in pair or in trios.</p>
<p>Adjustments to distance learning: what we need to pay attention to, possible obstacles...</p>	<p>Checking if everybody is prepared - didactic accessories</p>

<p>Name of the workshop</p>	<p>SHOW AND TELL</p>
<p>Method</p>	<p>Method of observation, perception and emotion</p>
<p>Purpose/goals</p>	<p>To get to know each other better, to connect the group, it could be used as an energizer</p>
<p>Short description</p>	<p>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.</p>
<p>Online tools</p>	<p>Zoom, Teams</p>
<p>Didactic accessories</p>	<p>Camera/phone</p> <p>Show and Tell template</p> <p>https://www.mural.co/templates/show-and-tell</p>
<p>Recommended number of participants</p>	<p>5-10</p>

Duration	Max 45 minutes
Step-by-step instructions for the workshop	<p>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.</p> <p>Then, create a mural from the Show and Tell template in MURAL and have it ready to share during the session.</p> <p>Ask everyone to upload a photo of their personal object in a murald – don't add participants' names next to their personal objects yet.</p> <p>Take turns guessing which object belongs to whom and why.</p> <p>Alternative: take photos of your shoes, meal, upload favourite music etc. And let other's guess who it belongs to.</p>
Adjustments to distance learning: what we need to pay attention to, possible obstacles...	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> - 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	<p>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.</p> <p>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.</p>
Online tools	ZOOM application
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)

<p>Step-by-step instructions for the workshop</p>	<ol style="list-style-type: none"> 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, force, connects slavery with the prohibition of forced labor and tells the story of a historical event).
<p>Adjustments to distance learning: what we need to pay attention to, possible obstacles...</p>	<ol style="list-style-type: none"> 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.

7. Methods of distance learning for rural population

For mostly rural area, there should be a lot of opportunities for distance learning of rural population. However, despite that fact, the situation with distance learning is entirely different. The main reason is in, like with the rest of vulnerable target groups, insufficient knowledge of IT tools. There is also the fact that rural area does not have such good internet coverage. Rural areas are historically less wealthy than urban ones, so many inhabitants of rural areas do not have necessary IT equipment.

Still, some younger members of rural population, which are handy with IT equipment and in possession of it, are interested in participation in online education, because it is convenient for them not to travel from surrounding villages to the city. For the older generations, as a majority of the rural population, there are big problems with their involvement in anything connected with computers.

7.1. Characteristics and barriers of the target group

The village communities are smaller in area than the urban communities. As the village communities are small, the population is also low. As the density of population is low, the people have intimate relationships and face-to-face contacts with each other. In a village, everyone knows everyone. Agriculture is the fundamental occupation of the rural people and forms the basis of rural economy. A farmer has to perform various agricultural activities for which he needs the cooperation of other members. Usually, these members are from his family. Thus, the members of the entire family share agricultural activities. The rural people are in close contact with nature as most of their daily activities revolve around the natural environment. The villagers consider land as their real mother as they depend on it for their food, clothing and shelter. The village communities are homogenous in nature. Most of their inhabitants are connected with agriculture and its allied occupations. The frequency of social interaction in rural areas is lower than in urban areas. However, the interaction level possesses more stability and continuity. The family fulfills the needs of the members. Common experience, purposes, customs and traditions form the basis of unity in the villages.

Lack of permanent income, high average age, low level of education, neglected architectural heritage, unsatisfactory provision of basic services and infrastructure and the unsettled property situation (land, building and other properties) result in the abandonment of rural settlements and loss of younger age working population.

7.2. Motivation of the target group for involvement in distance learning activities

With all preconditions fulfilled, such as possession of adequate IT tools and good internet coverage, rural population would be motivated to include in distance learning activities. Especially, when the subject of these activities is agriculture, that is, learning to get better performance of agricultural activities resulting with higher returns. This is motivation enough for those rare ones who did not leave rural areas and left to urban areas. In addition, recently many people upon retirement move to rural areas. These are usually IT skilled individuals interested in anything concerning learning new things.

7.3. Distance learning methods for rural population

Name of the workshop	GIVING FEEDBACK
Method	Moderated discussion
Purpose/goals	By the principles of microlearning, the participants learn the basics of giving feedback.
Short description	This tool is a learning path in a downloadable app which allows teachers in adult education to quickly learn the basics about giving feedback to students. It uses the principles of micro learning.
Online tools	Zoom, MS Teams
Didactic accessories	https://web.edapp.com/
Recommended number of participant	3-6
Duration	60-90
Step-by-step instructions for the workshop	<ul style="list-style-type: none"> • Step 1: Go to https://web.edapp.com/ • Step 2: Click on USE AN INVITE CODE. Enter the code: DIDO and click on the arrow. • Step 3: Fill out the short form. Give an e-mail address and create a password. Click on REGISTER MY ACCOUNT. • Step 4: Click on FEEDBACK IN ADULT EDUCATION

	<ul style="list-style-type: none"> • Step 5: Start with the course: FROM TEACHER TO STUDENT part 1 (Afterwards you can also follow parts 2 & 3) • Step 6: Click on START LESSON. • Step 7: Follow the instructions during this micro lesson.
Adjustments to distance learning: what we need to pay attention to, possible obstacles...	<ul style="list-style-type: none"> • Difficult to be used by rural participants since many of them don't have the basic digital education

Name of the workshop	ONE, TWO, THREE, SOLD!
Method	Representation
Purpose/goals	Participants work in a group to present their chosen product in the context of a commercial, using various internet tools (PowerPoint, Prezi, etc.), while others listen and evaluate their presentation. The aim is to learn what to look out for when presenting a product, how to attract an audience, how to be an interesting speaker, etc.
Short description	The method allows participants to work in pairs or groups to make a "commercial" or presentation for a particular service or product. The listeners form a panel which evaluates their presentation according to predefined criteria. With each presentation, the participants are more aware of their own and others' mistakes, and of the good points of each presentation
Online tools	Video conferencing tool (e.g. Zoom, MS Teams ...)
Didactic accessories	If needed PowerPoint, Prezi..
Recommended number of participant	6 – 8
Duration	90 min
Step-by-step instructions for the workshop	1. The mentor presents the guidelines for presenting products or services in the context of advertising and the criteria for evaluating each presentation. The evaluation

	<p>criteria are published e.g. in a 'Chat' or in a file format that should be accessible to all.</p> <p>2. The mentor divides the participants into pairs or groups. The pairs/triplets are divided into individual "rooms" in an online tool (e.g. Zoom). The participants prepare their presentations and then present them in front of the others.</p> <p>3. The mentor assists each pair/group as needed.</p> <p>4. When everyone is ready, the mentor calls on the first pair/group to give a presentation of the product or service. Meanwhile, others listen, observe and evaluate according to the criteria given in advance. At the end of each presentation, everyone says one thing that was good and one thing that could be improved. The mentor also gives an evaluation - a compliment or a weakness.</p>
<p>Adjustments to distance learning: what we need to pay attention to, possible obstacles...</p>	<p>1. Participants should already know each other a little better, as many may find presenting in front of others stressful. Therefore, form groups, but if you wish, participants can make presentations individually.</p> <p>2. The mentor should point out from the outset that participants should not make comments based on personality traits, but only on objective facts related to the presentation.</p> <p>3. The mentor should have the criteria for evaluating the presentation prepared in advance.</p>

<p>Name of the workshop</p>	<p>SIGHTS</p>
<p>Method</p>	<p>Video or catalog</p>
<p>Purpose/goals</p>	<p>Encourage young people in rural areas to explore cultural heritage and respect tradition, and promoting the local environment with the help of ICT knowledge and skills.</p>
<p>Short description</p>	<p>Participants explore cultural heritage. They meet in three workshops. Final product is video or catalogue</p>
<p>Online tools</p>	<p>Zoom Canva Program Photos (for making video)</p>
<p>Didactic accessories</p>	<p>Camera (can also be on a phone); photos of landmarks of the local environment</p>

Recommended number of participants	6
Duration	3 workshops of 45 minutes each
Step-by-step instructions for the workshop	<p>Workshop 1: Step 1: The mentor presents the goal of the workshops, presents a certain rule environment and its attractions with the help of ICT</p> <p>Step 2: The participants choose certain peculiarities of their local environment (e.g. food, natural and cultural insights, customs...), and the sight to catalogue or video.</p> <p>Workshop 2: Step 3: They discuss in the topic in pairs. They try to find information via Internet. Mentor can suggest participants to taking photos and combine to personal/family/public stories etc. and involve some feedbacks (comments) from other people from local environment.</p> <p>Step 4: Making catalogue or video</p> <p>Workshop 3: Presentation of their final package</p>
Adjustments to distance learning: what we need to pay attention to, possible obstacles...	Participants are required to have certain IT skills to make videos and showing them to other people from local environment either live or online or making content public, such as Blog, Vlog or YouTube.

Name of the workshop	TIME MANAGEMENT
Method	Method of analysing
Purpose/goals	Better management of our time to spend it more effectively
Short description	The goal of this tool is for the student to have a better idea of how he actually spends his time and what he can undertake in order to spend his time more efficiently.
Online tools	Zoom
Didactic accessories	Questionnaires (either online or on paper), Excel

Recommended number of participant	6
Duration	3 workshops with 45 minutes each
Step-by-step instructions for the workshop	<p>Step 1 The student fills out the form 'How do you spend your time'. They have to do it the whole week: - the students tracks their activities each hour. It is important that they write down how they actually spent their time what were they doing, and how were they doing it.</p> <p>Step 2 The mentor discusses about the report student made.</p> <ul style="list-style-type: none"> - What do you think about your spent time this week? - Is there an activity that you spent more (or less) time on than you would like? <p>Step 3 The student fills out the time tracker (Excel sheet). Based on the schedule they completed in step 1, they estimate the average time they spend sleeping, the average time they spend working and the average time they spend on free time during one day. The sheet than calculates the amount of time students still has available for studying.</p> <p>Step 4 Analysing what students would change in 4 categories: social, personal, professional and health way</p> <p>Step 5 Based on the knowledge students have gathered by now regarding the way they spend their time, they plan how they will spend their next week - organising their time.</p> <p>Step 6 At the end of each day, the student writes down a short reflection. Did I execute all the activities as planned? If yes, what actions did you do to make sure you stick to your planning? If not, what was the reason that your day</p>
	didn't go as planned? What actions could you undertake in order to stick to your planning?
Adjustments to distance learning: what we need to pay attention to, possible obstacles...	

Name of the workshop	TRIZ
Method	Creative problem solving
Purpose/goals	To develop creative thinking and to expand systematic approach to problem solving
Short description	Brainstorming how to use any thing or objects by using participants imagination.
Online tools	Zoom
Didactic accessories	Paper, pencil
Recommended number of participant	6-10
Duration	45 min
Step-by-step instructions for the workshop	<p>Step 1. The mentor shows the object and asks participants to come up with 20 examples how to use this object in every day life (including unrealistic ways). The participants do that individually.</p> <p>Step 2. After 10 minutes all participants share their ideas to the group and celebrate each other creativity.</p>
Adjustments to distance learning: what we need to pay attention to, possible obstacles...	<p>This method can be used as problem solving. In this case the participants offer some problem to solve. Problem solving could be put in category (fun, unrealistic, creative, realistic...)</p> <p>Also possible to work in pairs.</p>

Name of the workshop	YES, AND...
Method	Educational didactic game
Purpose/goals	The participants will learn through an improv comedy inspired game
Short description	In a coordinated and moderated fashion participants go through different topics connected with the lesson
Online tools	Zoom, MS Tools

Didactic accessories	List of topics/terms of the subject
Recommended number of participant	3-6
Duration	45-60 min
Step-by-step instructions for the workshop	<ol style="list-style-type: none"> 1. After the lecture the participants are informed of the rules and are given instructions 2. The participants start with a topic and continue one by one until the predetermined time is over or the terms/topics are all have been used
Adjustments to distance learning: what we need to pay attention to, possible obstacles...	<p>The moderator should check if the rules are upheld and if all the topics have been used</p> <p>The difficulty is that participants need to be very concentrated to remember details so as to continue the game.</p>

8. Conclusion

Strategies and methods of distance learning for vulnerable adults presented in the e-handbook were pilot tested by project partners' experts.

Pilot implementations provided a powerful test of the potential of distance learning in participating organizations. It has also revealed its key limitations, including the prerequisite of adequate digital skills, computer equipment and internet connection to undertake distance training, the difficulty of delivering traditional work-based learning online, and the struggle of education staff used to classroom instruction.

Distance learning has the potential to address a lot of vulnerable adult barriers to training. It allows learners to choose a time, rhythm and place compatible with work and family responsibilities.

Expanding adult training provision through distance learning has significant advantages. In particular, distance learning helps reach a much bigger number of learners.

According to the evaluation results we can conclude that presented strategies and methods of distance learning tackle issues of inclusiveness and ensure that all adults can benefit from distance learning, including adults with lower digital skills and limited access to computer and internet facilities.

Strategies and methods developed in the project can help address the existing limitations to realise the full potential of distance learning.

Adult education teachers, mentors and counsellors involved in to pilot testing believe that distance learning has a potential to become an important feature of adult learning.

However, the evaluation also highlights some important limitations that will need to be addressed to broaden access to distance learning opportunities and enable more vulnerable adults, to participate in training:

- ✓ Developing basic digital skills is instrumental to the mainstreaming of distance learning, particularly with vulnerable adults.
- ✓ Motivating distance learners is key to retention. In addition to basic digital skills, online learning requires autonomy and self-motivation.
- ✓ Broadening the range of online courses is crucial to make distance learning more inclusive.
- ✓ Training adult education teachers, mentors and counsellors to deliver distance learning activities effectively is important to raise the quality of distance learning activities. Staff used to face-to-face delivery must be equipped to provide distance learning activities.

Mag. Maja Radinovič Hajdič, Ljudska univerza Jesenice