

## BLENDED LEARNING GOOD PRACTICES

In order to describe the Practice, please complete the table below. Please enter the answers in the column on the right. This column also includes additional, more detailed questions and explanations to particular categories of Practice and proposals for answers (e.g. in the question about the area of implementation or the financing body), which are in italics.

<b>Einstieg Deutsch</b> Learning German for Refugees and Migrants	
2016 - 2018	Deutscher Volkshochschul- Verband e.V. (DVV)
Element	Guiding questions
<b>Type of document</b>	A blended learning concept with presence language teaching and the use of digital tools
<b>Publisher</b>	Deutsche Volkshochschul- Verband e.V. (DVV)
<b>Target audience</b>	Migrants and refugees after their arrival in Germany before they can start an official language course
<b>Field</b>	Language learning for migrants
<b>Objective</b>	To equip newly arrived migrants and refugees with basic German language skills before the can join a regular integration course so that they are able to manage the life in Germany meanwhile.
<b>Location /geographical coverage</b>	The concept was used between mid 2016 until end of 2018 all over Germany at different Volkshochschulen (adult education centers) and by other non-profit education providers.
<b>Introduction</b>	In 2015 the big migrant wave started in Europe and hundreds of thousands of migrants came to Germany. It was not possible to organize official integration courses for everyone from the beginning. Therefore DVV developed the concept of <i>Einstieg Deutsch</i> (Getting started with German) to bridge the time from the arrival in Germany until the people got access to one of the official language courses. The concept was put into practice between mid 2016 and end of 2018.
<b>Stakeholders and Partners</b>	The target group are adult educators of VHS schools and migrants.
<b>Financing Body</b>	The DVV received funding by the Federal Ministry of Education and Research for the development and implementation of the project.

<b>Context</b>	<p>The regular offers of language courses in the frame of the migration crisis 2015/16 was not enough to cover all the needs of newly arrived people. Also women were often in special trouble as they could not find sufficient child care offers as this was in these years also already a problem for German parents as the places in kindergartens were not sufficient for everyone. Therefore, the women often had to take care of their children instead of joining language courses. As the Volkshochschulen already planned to become more digital and modern in the way of teaching, this was the perfect chance to follow a holistic approach and to address different topics at the same time.</p>
<b>The main objectives</b>	<p>The concept intended to offer as many migrants as possible a free option for learning useful German vocabulary to enable them to manage the daily life. The course should close the gap until the official participation in a language and integration course was possible.</p>
<b>The description of the practice</b>	<p>The concept contained of three different pillars:</p> <ul style="list-style-type: none"> <li>• Low-level German course for beginners</li> <li>• Intercultural further education for teachers/trainers (to equip them with the necessary intercultural skills and sensitivity)</li> <li>• Teacher qualification for German courses (as there were not enough qualified teachers for the number of course requests)</li> </ul> <p>The course was split into three different parts:</p> <ul style="list-style-type: none"> <li>• German course (obligatory; around 60 - 200 working hours) low-level for everyday use with presence</li> <li>• Self-learning phase (obligatory; 30 – 100 working hours): here the participants got help by voluntary learning tutors. Here also online tools came into effect for the blended part.</li> <li>• Excursions to test the acquired knowledge (voluntary)</li> </ul> <p>For the blended part DVV developed a language learning app called „Einstieg Deutsch“ that the participants used for online learning. Also the platform „ich-will-deutsch-lernen.de“ was part of the digital learning. To enable also mothers to participate in the courses, many VHS and education providers offered childcare during the presence lessons.</p>
<b>Outcomes of the practice</b>	<p>Around 31500 migrants participated in these courses in all parts of Germany.</p> <p>Although the courses were not obligatory for the migrants (like the integration courses are when you are accepted as asylum seeker), those who participated took it very seriously. They even hardly came to late to the courses. A reason could be that they were those whose focus was on language learning from the beginning, therefore they started with a high motivation. There was no time pressure and no exams took place. The excursions proved to be a lot of fun and getting-to-know for the participants.</p>

	All in all the migrants got the basic German language knowledge and were able to communicate on a basic level in German. This helped them to start the integration courses later. In addition they extended their knowledge in the use of digital media and learning tools online. For many of them, this was a entirely new field.
<b>Success Factors</b>	The good practice was a very unique project as it took place in a very difficult and challenging time that is meanwhile over. Nevertheless, the mixture of presence language classes and online self-learning can be adaptet in other countries with higher migration numbers as well. An organization will need a stable funding for the implementation of their own learning tools (as here the German version could not be adapted to other languages).
<b>Constraints</b>	The access to technology for online learning is often very limited, especially for migrants and refugees. In this good practice the DVV received a donation of the NGO-network NetHope and it's technology sponsor Google.org of 3000 chrome books. DVV equipped several VHS schools with 25 chromebooks each where the migrants had the chance to carry out their e-learning parts or they even could borrow them for working at home. This is not always the case and thus the access to digital equipment might be complicated.
<b>Lessons learned</b>	To teach languages successfully, you should follow a flexible model. Digital learning can enrich the classes enormously and also allows flexibility to the participants. When you work with migrants, you should take into account that they might not have the same computer knowledge as you. Take enough time to let them get used to the functions and the handling. Individual volunteering learning tutors might be a great support as they can help the individual participants with their special needs.
<b>Sustainability</b>	The donated chrome books were used to create digital learning space at the adult education schools. They will be futher used to allow people to learn in a digital way. Language learning itself is very sustainable as with the necessary language skills, people can integrate in the societies they came in and participate.
<b>Development of the practice</b>	The big migration crisis is over and therefore no futher developments are needed at the moment.
<b>Conclusion</b>	In the time when this good practice was carried out, it was very useful and helped the German society to cope with the enormous challenges of the migration crisis. Many people could start learning German in a positive environment and this allowed them an early participation in the daily life.
<b>Related resources that have been developed</b>	No related resources were developed
<b>Language(s)</b>	German only
<b>Contact details</b>	



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