

TRAINER GUIDE

Digital Tools and New Learning Methodologies for Inclusive Adult Education with Migrants and Refugees

*Supporting Language Learning, Social Integration and Participation in the Host
Country*

**LLCIS+ – Language Learning and Cultural Integration Support Project for Migrants and
Refugees**



Project code: 2025-1-TR01-KA210-ADU-000356031

Host organisation for the Portugal training: JEAD – Associação Digi-Cultural e Recreativa Jovens na Europa

Training session: “Training on the use of digital tools in education and their application to new
learning methodologies”

Face-to-face training session – Portugal, 15 September 2026

Training resource developed for the LLCIS+ project.



1. Introduction

1.1 Digital transformation in adult education

Adult education is changing. More and more public services, job offers, language courses and community information are now online. For adult educators and trainers, this means that digital tools are no longer optional extras — they are part of everyday teaching. At the same time, digital transformation is not about technology itself. It is about using technology to make learning more active, more inclusive and more useful for real life.

For LLCIS+ partners, digital transformation has a very concrete meaning: helping migrants and refugees learn the language of the host country, find reliable information, access services and participate in community life through practical, well-chosen digital tools.

★KEY POINT: Digital transformation in adult education means using simple, appropriate tools to improve learning and inclusion — not using technology for its own sake.

1.2 Why digital competences matter for migrants and refugees

Migrants and refugees arriving in a new country face a double task: learning a new language and learning new digital systems at the same time. Online banking, health appointments, job portals, school registration and government websites all require digital skills. Without these skills, even simple daily tasks become difficult.

- Digital competences help migrants access essential services (healthcare, housing, administration).
- They support language learning through free and easy-to-use tools.
- They allow contact with family, community groups and support networks.
- They improve access to employment and further education.
- They reduce dependence on others and increase autonomy and self-confidence.

1.3 Digital inclusion as a tool for social integration

Digital inclusion means that everyone — regardless of age, origin, education level or income — can use digital tools confidently and safely. For migrants and refugees, digital inclusion is directly connected to social integration. A person who can read a local transport app, fill in an online form or join a video call with a teacher is a person who is participating in the host society.

★KEY POINT: Every digital skill a learner gains is also a step towards social integration in the host country.

1.4 Language barriers, access to information and participation in the host country

Many migrants and refugees cannot easily understand official websites because of language barriers and complex administrative language. This creates a risk of digital exclusion: people miss appointments, benefits, job opportunities or school enrolments simply because the

information is hard to reach. Adult educators can respond by combining language learning with digital practice, using realistic situations from daily life: going to the doctor, taking the bus, registering a child at school, understanding key information in a rental agreement.

1.5 Erasmus+ cooperation and pedagogical innovation

This guide was developed by JEAD – Associação Digi-Cultural e Recreativa Jovens na Europa, within the LLCIS+ Erasmus+ project (2025-1-TR01-KA210-ADU-000356031) to support the face-to-face training session “Training on the use of digital tools in education and their application to new learning methodologies”, hosted in Portugal on 15 September 2026. The training brings together adult educators, trainers and project partners from different European countries to exchange practical approaches for working with migrants and refugees.

1.6 How to use this guide

- This is a practical trainer guide for a face-to-face session — it supports the training, it does not replace it.
- Sections 1–3 give context: who the learners are and what challenges they face.
- Section 4 explains the learning methodologies; Section 5 presents the digital tools.
- Section 6 connects methodologies and tools in a quick-reference table.
- Section 7 provides ready-to-use workshop activities.
- Sections 8–10 cover inclusion, trainer recommendations and formative assessment.
- Section 11 contains the final group activity; Section 12 summarises key messages.
- Annexes at the end include checklists and templates you can copy and use directly.

📌 PRACTICAL TIP: Before the session, read Sections 7 and 11 carefully and prepare the digital accounts and links you will need. Test every tool in advance with the devices available in the training room.

1.7 Suggested 90-Minute Training Plan

Time	Content
11:30–11:40	Introduction: Digital inclusion and adult education
11:40–11:55	New learning methodologies
11:55–12:15	Digital tools and methodology-tool connection
12:15–12:20	Short demonstration
12:20–12:45	Practical group activity
12:45–12:55	Group presentations and discussion
12:55–13:00	Key takeaways and evaluation

2. Target Group

LLCIS+ works with diverse groups. The guide addresses several connected target groups:

- Adult educators and trainers working with migrants and refugees (primary audience of this training);
- Migrants and refugees at different stages of arrival and integration;
- Adult learners with low digital literacy who need patient, step-by-step support;
- Volunteers and professionals supporting integration (social workers, interpreters, community mediators);
- Families of migrants, including parents who need support with school and services;
- Heterogeneous and multilingual groups, often in the same classroom;
- Newly arrived migrants who may be unfamiliar with the language, culture, public services and digital systems of the host country.

★KEY POINT: Migrants and refugees are NOT a homogeneous group. They differ in age, education, language, digital experience, legal status and goals. Never assume low education or low digital skills — assess and adapt instead.

3. Common Challenges

The table below summarises common challenges and suggests how trainers can respond during the session.

Challenge	How trainers can respond
Low digital literacy	Demonstrate step by step; let learners repeat each step; use peer support.
Language barriers	Use simple language, visuals, translation and multilingual materials.
Unfamiliarity with public and community services	Build activities around real services: health, transport, administration.
Fear of technology	Create a safe atmosphere; normalise mistakes; start with very simple tasks.
Limited access to devices	Promote free tools, shared devices and resources learners can access from phones.
Lack of confidence	Use small successes, positive feedback and visible progress.
Different educational backgrounds	Differentiate tasks; offer basic and advanced versions of the same activity.
Difficulty accessing online services	Practise real forms and portals together with guided support.



Digital safety concerns	Include short, practical guidance on passwords, scams and privacy.
Difficulty understanding official online information	Teach how to identify official sources and simplify administrative language.
Risk of digital exclusion	Treat digital inclusion as part of integration, not as a separate subject.

4. New Learning Methodologies

This section presents eight practical methodologies in a simple way. For each one you will find: a short definition, why it is useful in adult education, how it supports migrants and refugees, and one practical example linked to life in the host country.

4.1 Active learning

Definition: Learners participate actively — discussing, doing, creating — instead of only listening.

Why it is useful in adult education: Adults learn best when they are engaged and can connect learning to their own experience.

How it supports migrants and refugees: Learners practise real-life skills (filling a form, asking for directions) rather than only studying theory, which builds autonomy faster.

Practical example (host country): Learners role-play a visit to a health centre using a simple dialogue in the host-country language, then practise booking an appointment online.

4.2 Collaborative learning

Definition: Learners work together in pairs or small groups towards a shared outcome.

Why it is useful in adult education: Adults bring rich life experience; group work values this experience and builds communication skills.

How it supports migrants and refugees: It creates mutual support, reduces fear of mistakes and lets learners with different languages and skills help each other.

Practical example (host country): Small groups create together a multilingual guide to local public services (see Activity 1).

4.3 Problem-based learning

Definition: Learning starts from a real problem that learners must analyse and solve together.

Why it is useful in adult education: It develops critical thinking and connects learning directly to real needs.



How it supports migrants and refugees: It mirrors the real situations migrants face (finding healthcare, registering children at school) and turns them into learning opportunities.

Practical example (host country): Groups receive a scenario: “You need to see a doctor this week but you don’t know how.” They research the steps and present a solution.

4.4 Project-based learning

Definition: Learners work over a period of time on a concrete project that produces a final product.

Why it is useful in adult education: It gives adult learning purpose and a visible result, which increases motivation.

How it supports migrants and refugees: A project can directly serve the community (a guide, a map, a poster), giving learners a sense of contribution and belonging.

Practical example (host country): Over several sessions, learners produce a digital information board about useful local services for newly arrived migrants (see Activity 7).

4.5 Gamification

Definition: Game elements (points, quizzes, competition, rewards) are used to make learning motivating.

Why it is useful in adult education: Games lower stress, increase participation and make repetition enjoyable.

How it supports migrants and refugees: Quizzes about the host country’s culture, vocabulary and daily life make language learning fun and reduce fear of mistakes.

Practical example (host country): An interactive quiz in Kahoot or Quizizz about daily life, culture and basic vocabulary in the host country (see Activity 3).

4.6 Differentiated learning

Definition: Tasks are adapted to different levels, speeds and needs within the same group.

Why it is useful in adult education: Adult groups are always heterogeneous; differentiation respects each learner’s starting point.

How it supports migrants and refugees: It avoids both boredom and frustration, and prevents stronger learners from dominating while weaker learners withdraw.

Practical example (host country): In a poster activity, some learners write full sentences while others match sentences to images or record a short audio instead.

4.7 Blended learning

Definition: Learning combines face-to-face sessions with online activities done at home or on a phone.



Why it is useful in adult education: It extends learning beyond the classroom and fits the schedules of working adults.

How it supports migrants and refugees: Learners with irregular work hours or family duties can continue practising; it also builds the digital habits needed in the host country.

Practical example (host country): After a session on transport, learners complete a Google Forms quiz at home and share one question in a WhatsApp or email group.

4.8 Formative assessment

Definition: Continuous assessment during learning, used to give feedback and adjust teaching — not only to grade.

Why it is useful in adult education: It shows learners their progress, which is essential for adults who may have fragile confidence.

How it supports migrants and refugees: Short, low-pressure checks help trainers identify who needs more support and help learners see that they are moving forward.

Practical example (host country): A quick Google Forms quiz after a lesson, plus a simple observation checklist used by the trainer (see Section 10).

★KEY POINT: No methodology works alone. The best sessions combine several — for example, collaborative + problem-based + digital tool, or gamification + formative assessment.

5. Digital Tools for Education

Most of the tools presented below offer free access or free versions. Their accessibility, available features and ease of use may vary depending on the platform, device and user experience. Trainers should select tools according to their learners' needs and digital skills. For each tool: what it is, what it is used for, main advantages, which methodologies it supports, and one practical use with migrants and refugees.

5.1 Google Drive

What it is: A free cloud storage service from Google where files are kept online and can be shared.

What it is used for: Storing, organising and sharing course materials, worksheets, photos and videos in one place.

Main advantages: Free; works on any device; learners can open materials from a shared link without installing anything; easy to organise by topic (language, services, employment).

Methodologies it supports: Blended learning; collaborative learning; project-based learning.

Practical use with migrants and refugees: The trainer creates a shared folder “Our Course” with subfolders (vocabulary, forms, guides). Learners always know where to find materials — especially useful for learners who miss sessions.



5.2 Google Docs

What it is: A free online word processor; several people can write in the same document at the same time.

What it is used for: Creating and editing texts collaboratively in real time.

Main advantages: No installation needed; shows changes instantly; includes comments and suggestions; has a built-in spell checker.

Methodologies it supports: Collaborative learning; project-based learning; active learning.

Practical use with migrants and refugees: Learners create together a multilingual guide to local public services, each person writing in their strongest language plus a simple version in the host-country language (see Activity 1).

5.3 Zoom

What it is: A video conferencing platform for online meetings and classes.

What it is used for: Remote lessons, conversation practice, guest speakers, meetings with learners who cannot attend in person.

Main advantages: A free plan is available; works on phones and computers; includes features such as chat and screen sharing.

Methodologies it supports: Blended learning; collaborative learning.

Practical use with migrants and refugees: A learner who works during class time joins the conversation practice by Zoom; breakout rooms allow small-group language practice with mixed levels.

5.4 Canva

What it is: A free online design tool for creating posters, presentations, flyers and simple documents.

What it is used for: Creating visual materials — posters, infographics, presentations — without design skills.

Main advantages: Very easy drag-and-drop; hundreds of free templates; works in many languages; allows group editing.

Methodologies it supports: Project-based learning; collaborative learning; active learning.

Practical use with migrants and refugees: Learners create a multilingual digital poster about “How to use public transport in our city”, combining images, simple text and icons (see Activity 2).

5.5 Padlet

What it is: A free digital wall where participants can post notes, images, links and short videos.



What it is used for: Collecting ideas, opinions and experiences from the whole group in one shared space.

Main advantages: Extremely simple — posting is as easy as writing a sticky note; no account needed for participants; multilingual by nature (text, images, audio, video).

Methodologies it supports: Collaborative learning; problem-based learning; formative assessment.

Practical use with migrants and refugees: Groups post solutions to a practical scenario — finding healthcare, transport or administrative services — and comment on each other's posts (see Activity 4).

5.6 Mentimeter

What it is: A free interactive presentation tool; the audience answers live via a code using their phones.

What it is used for: Live polls, word clouds and quick questions during a session.

Main advantages: Anonymous answers reduce fear; results appear instantly as a visual; very engaging for large or quiet groups.

Methodologies it supports: Active learning; formative assessment; gamification.

Practical use with migrants and refugees: Word cloud: “What is the most difficult thing when you arrive in a new country?” — results open a discussion and show learners they are not alone.

5.7 Kahoot

What it is: A free game-based quiz platform; players answer on their phones and compete for points.

What it is used for: Learning quizzes on vocabulary, culture and practical knowledge, played as a group game.

Main advantages: Very motivating; music and points make repetition fun; easy to create quizzes in any language.

Methodologies it supports: Gamification; formative assessment.

Practical use with migrants and refugees: A quiz about daily life, culture and basic vocabulary in the host country — played in teams to reduce pressure (see Activity 3).

5.8 Quizizz

What it is: A free quiz platform similar to Kahoot, where each player answers at their own pace.

What it is used for: Self-paced quizzes that learners can do in class or at home.

Main advantages: No time pressure (good for learners who need more time); works well for homework; gives instant feedback and a report for the trainer.



Methodologies it supports: Gamification; formative assessment; blended learning.

Practical use with migrants and refugees: Learners complete a self-paced quiz on understanding key information in a rental agreement, such as basic vocabulary, dates and practical information.

5.9 Google Forms

What it is: A free tool for creating online forms, questionnaires and quizzes.

What it is used for: Registration forms, quick quizzes, surveys, self-assessment and feedback collection.

Main advantages: Very easy to create; answers are collected automatically in a spreadsheet; can include images and videos; quiz mode gives automatic correction.

Methodologies it supports: Formative assessment; blended learning; project-based learning.

Practical use with migrants and refugees: The trainer creates a short quiz after each unit and a self-assessment form where learners reflect on what they can now do (see Activity 5).

5.10 Genially

What it is: A free online tool for creating interactive presentations, infographics, gamified content and interactive images.

What it is used for: Making learning materials interactive — clickable maps, games, visual explanations.

Main advantages: Engaging and visual; templates available; interactive maps are ideal for presenting local services.

Methodologies it supports: Project-based learning; gamification; active learning.

Practical use with migrants and refugees: Learners create an interactive map of the neighbourhood with clickable points showing key services (pharmacy, health centre, school, employment office).

5.11 H5P

What it is: H5P is an open-source framework for creating interactive learning content (quizzes, dialogues, drag-and-drop exercises), usually integrated into compatible websites or learning management systems. Its availability depends on the platform used by the organization.

What it is used for: Creating interactive language and integration exercises that learners can repeat at their own pace.

Main advantages: Highly interactive; reusable; ideal for language practice linked to everyday situations.

Methodologies it supports: Blended learning; differentiated learning; formative assessment.



Practical use with migrants and refugees: The trainer creates an HSP dialogue exercise: “At the doctor’s office” — learners listen and choose the correct response, repeating as many times as needed (see Activity 8).

5.12 Categories of Digital Tools and PLE Integration

Digital tools can also be grouped according to their main educational purpose. This helps trainers choose tools more strategically and combine them according to learners’ needs.

Productivity & Learning Tools

Google Drive, Google Docs, Google Forms, Quizizz and HSP support organisation, collaborative work, practice, assessment and self-paced learning.

Creativity Tools

Canva and Genially support the creation of visual, interactive and engaging learning resources.

Communication & Interaction Tools

Zoom, Padlet, Mentimeter and Kahoot support communication, participation, collaboration and interaction among learners.

PLE Integration

A Personal Learning Environment (PLE) combines different digital tools and resources according to each learner’s needs, goals and digital competence level. For migrants and refugees, a PLE can support language learning, access to information, communication, employability and participation in the host country.

★ **KEY POINT:** The aim is not to use many tools, but to combine the right tools in a simple and meaningful learning environment.

📌 **PRACTICAL TIP:** You do NOT need to master all eleven tools. Choose two or three per session, use them consistently, and only introduce a new tool when learners are comfortable with the previous ones.



6. Methodology – Digital Tool – Practical Use

Quick-reference table connecting each methodology with a suitable digital tool and a concrete example for migrants and refugees in a host country.

Methodology	Digital Tool	Example with Migrants and Refugees
Active learning	Mentimeter	Live word cloud: “What is most difficult when you arrive in a new country?” opens discussion and priorities.
Collaborative learning	Google Docs	Learners create together a multilingual guide to local public services.
Problem-based learning	Padlet	Groups solve a practical situation such as finding healthcare, transport or administrative services.
Project-based learning	Canva	Small teams produce a series of digital posters on daily life topics for newly arrived migrants.
Gamification	Kahoot	Quiz about daily life, culture and basic vocabulary in the host country.
Differentiated learning	H5P / Quizizz	Self-paced interactive exercises at different levels; learners choose basic or advanced version.
Blended learning	Google Forms + Zoom	After class, learners complete a form quiz at home; a Zoom session supports those who cannot attend.
Formative assessment	Google Forms / Mentimeter	Short quiz after each unit plus live confidence checks to adjust the next session.

★KEY POINT: Choose the methodology FIRST (based on your learning objective), then choose the tool that serves it — never the other way around.



7. Practical Activities

Eight ready-to-use activities follow. Each includes: title, objective, estimated duration, materials, methodology, digital tool, step-by-step procedure and inclusive adaptation. Timings assume groups of 10–20 participants; adjust to your context.

Activity 1: Creating a collaborative guide to local services

Objective: Practise writing in the host-country language while producing a useful multilingual resource about local public services.

Estimated duration: 90–120 minutes

Materials: Computers or smartphones; Google Docs (one shared document); projector; a short list of key local services.

Methodology: Collaborative learning + project-based learning

Digital tool: Google Docs

Step-by-step procedure:

1. Introduce the task with a real example: “Imagine a family arrives tomorrow. What do they need to know?”
2. Create a shared Google Doc with a simple structure: Health / Transport / Education / Work / Administration.
3. Assign small groups to each section. Each group writes short, simple sentences in the host-country language and adds key words in other languages spoken in the group.
4. Groups add practical details: addresses, opening hours, what documents to bring, a sentence they can say there.
5. Ask groups to review another section and suggest improvements (peer feedback).
6. Finalise the document together, read key sentences aloud, and agree on how to share it with other learners.

Inclusive adaptation: Pair learners with different levels so stronger writers support others; allow oral dictation to a partner or the use of images and symbols instead of full sentences for those with limited literacy.

Activity 2: Creating a multilingual digital poster

Objective: Combine visual and written language to communicate practical information for daily life in the host country.

Estimated duration: 60–90 minutes

Materials: Computers or smartphones; Canva; example poster prepared in advance; topic cards (transport, healthcare, school, work).

Methodology: Project-based learning + active learning

Digital tool: Canva



Step-by-step procedure:

7. 1. Show one example poster and point out its simple structure: title, 3–4 images, short sentences.
8. 2. Pairs or small groups draw a topic card (e.g., “Using public transport”).
9. 3. In Canva, groups choose a template and replace the content with their own: simple sentences in the host-country language and key words in other languages.
10. 4. Groups present their poster in 2 minutes; the class gives one positive comment each.
11. 5. Export posters as PDF or image and create a shared digital gallery (Google Drive folder or Padlet).

Inclusive adaptation: Provide sentence starters (“You can buy a ticket at...”, “The bus number... is at...”); allow learners to work in their strongest language and translate with support; pre-teach key vocabulary with images.

Activity 3: Interactive quiz about life in the host country

Objective: Review vocabulary and practical knowledge about daily life, culture and services in a motivating, low-pressure way.

Estimated duration: 30–45 minutes

Materials: Smartphones or shared devices; Kahoot or Quizizz; a quiz prepared by the trainer (10–15 questions).

Methodology: Gamification + formative assessment

Digital tool: Kahoot / Quizizz

Step-by-step procedure:

12. 1. Explain that the quiz is a game, not an exam — mistakes are welcome and useful.
13. 2. Play in teams of 2–3 to reduce pressure and encourage discussion before answering.
14. 3. Mix question types: pictures, vocabulary, culture, and practical situations (“Where do you go to register a child at school?”).
15. 4. After each question, take 30 seconds to clarify misunderstandings using simple language and visuals.
16. 5. Finish with a reflection: “Which question was most useful for your daily life? Why?”

Inclusive adaptation: Use images in questions to support reading; give extra thinking time (Quizizz self-paced mode); read questions aloud before starting each one; avoid questions about politically sensitive topics.

Activity 4: Collaborative Padlet about the challenges of living in a new country

Objective: Give learners a safe space to express difficulties, exchange coping strategies and realise they are not alone.

Estimated duration: 45–60 minutes



Materials: Padlet wall (link or QR code); projector; optional: anonymous posting.

Methodology: Collaborative learning + problem-based learning

Digital tool: Padlet

Step-by-step procedure:

17. 1. Open the session with a short personal reflection: “Think of one challenge you faced in a new place.”
18. 2. Show the Padlet and demonstrate how to post a note (text, image or short audio).
19. 3. Everyone posts at least one challenge. Notes can be anonymous to increase honesty.
20. 4. In small groups, participants read the wall, choose three common challenges and discuss possible solutions.
21. 5. Groups add their solutions as comments or new posts next to the challenges.
22. 6. Close by highlighting strategies and connecting them to available support services in the host community.

Inclusive adaptation: Allow posting in any language; accept drawings or images for low-literacy learners; a co-trainer or volunteer can help individuals post; read all notes aloud so everyone can follow.

Activity 5: Google Forms activity for formative assessment

Objective: Check understanding in a low-pressure way and help learners reflect on their own progress.

Estimated duration: 30–40 minutes

Materials: Google Forms (quiz mode); one device per participant or pair; short guide on how to open a link.

Methodology: Formative assessment + blended learning

Digital tool: Google Forms

Step-by-step procedure:

23. 1. Explain the purpose clearly: “This is for us to know what to practise more — it is not an exam.”
24. 2. Create a short form mixing question types: multiple choice, picture questions, and one self-assessment question (“I can now... yes / not yet”).
25. 3. Participants open the link and complete the form individually or in pairs.
26. 4. Show and discuss the results together, celebrating correct answers and clarifying the difficult ones.
27. 5. Use the automatic summary to plan the next session and to give individual encouragement.



Inclusive adaptation: Read questions aloud before starting; allow completing in pairs; provide extra time; offer a paper alternative for those uncomfortable with screens, and enter their answers together.

Activity 6: Creating a simple digital information resource for newly arrived migrants

Objective: Design a practical resource that answers a real need of newly arrived migrants, combining content and digital skills.

Estimated duration: 90–120 minutes

Materials: Choice of tools: Canva, Google Docs, Genially or Padlet; example resources; topic cards.

Methodology: Project-based learning + collaborative learning

Digital tool: Canva / Google Docs / Genially / Padlet

Step-by-step procedure:

28. 1. Brainstorm with the group: “What did YOU need most in your first weeks?” (housing, healthcare, documents, school, work).
29. 2. Form small groups; each group chooses one topic and one tool, using the tool–methodology table (Section 6) as guidance.
30. 3. Groups plan on paper first: audience, 4–5 key messages, simple language, visuals.
31. 4. Groups produce the resource step by step, with the trainer circulating and supporting.
32. 5. Each group presents its resource; others give feedback using two stars and a wish (two strengths, one suggestion).
33. 6. Collect all resources in a shared Google Drive folder to be used with future learners.

Inclusive adaptation: Assign roles within groups (writer, designer, presenter) so each learner contributes with their strengths; provide templates and sentence starters; allow mixed-language drafts with final sentences in the host language.

Activity 7: Creating a digital map or information board of useful local services

Objective: Develop orientation in the local community and practise location vocabulary while creating a lasting group resource.

Estimated duration: 90 minutes

Materials: Genially (interactive image) or Canva/Padlet board; a simple local map or photo of the neighbourhood.

Methodology: Problem-based learning + project-based learning

Digital tool: Genially / Padlet

Step-by-step procedure:



34. 1. Start with a real task: “A new family asks you: where is the health centre, the pharmacy, the school, the employment office? How do they get there?”
35. 2. Show the base map on the projector and demonstrate how to add a clickable point or a post.
36. 3. Small groups research and add 3–4 services each, with: name, address, opening hours, and one useful sentence (“I would like to make an appointment”).
37. 4. Groups test the map/board together and check that the information is correct and clear.
38. 5. Publish or share the final product and agree on how to keep it updated.

Inclusive adaptation: Learners who know the area well can guide others (valuing their knowledge); use icons and photos instead of long texts; pre-teach location vocabulary with gestures and repetition.

Activity 8: A simple language-learning activity linked to everyday situations

Objective: Practise the host-country language through an interactive dialogue about an everyday situation.

Estimated duration: 45–60 minutes

Materials: H5P (dialogue or question set) or Quizizz; everyday situation cards (doctor, shop, bank, job interview, school meeting).

Methodology: Active learning + differentiated learning + formative assessment

Digital tool: H5P / Quizizz

Step-by-step procedure:

39. 1. Choose one situation with the group (e.g., “At the doctor’s”). Elicit key phrases together and write them on the board.
40. 2. Demonstrate the interactive dialogue on the projector: listen, read, choose the answer, repeat.
41. 3. Learners practise individually or in pairs at their own pace, repeating as many times as needed.
42. 4. In pairs, learners act out the dialogue aloud, personalising it with their own information.
43. 5. Close with a quick confidence check (thumbs up / middle / down) and note who needs more practice.

Inclusive adaptation: Self-paced repetition is naturally inclusive; provide audio and text together; allow learners to record themselves instead of speaking live if they prefer; never force public speaking.



8. Inclusive Strategies

Inclusive practice is not an “extra” — it is the foundation of working with heterogeneous, multilingual groups. Key strategies:

Strategy	What it looks like in practice
Simple language	Short sentences, everyday words, one instruction at a time; avoid administrative and technical jargon.
Visual support	Pictures, icons, gestures, demonstrations and real objects for every new concept.
Multilingual support	Welcome learners’ languages; use key words in several languages; allow drafting in the strongest language first.
Peer work	Pairs and small groups mix levels and backgrounds; learners teach and support each other.
Differentiated pace	Extra time, optional advanced tasks, self-paced tools (Quizizz, H5P); no one is left behind or held back.
Accessibility	Audio + text together, large fonts, high contrast, captions where possible; consider learners with disabilities.
Step-by-step demonstrations	Show the whole task once, then each step slowly; let learners repeat immediately after you.
Positive reinforcement	Celebrate progress publicly and specifically; treat mistakes as a normal part of learning.
Culturally sensitive examples	Choose examples that respect different cultures, religions and life experiences; avoid stereotypes.
Respect for different educational backgrounds	Never assume schooling levels; offer alternatives (oral, visual) to written tasks.
No assumptions about prior digital experience	Some migrants are highly skilled with technology; others are beginners. Always assess first.

🔗 PRACTICAL TIP: A quick initial questionnaire (or informal conversation) about learners’ languages, education and digital experience — done with sensitivity — will tell you more than any assumption. Reassure participants that there are no wrong answers.

9. Recommendations for Trainers

Practical recommendations for the face-to-face session and for follow-up work with learners:

- Demonstrate first, then let participants practise — never explain for more than a few minutes without hands-on practice.
- Use realistic situations from daily life in the host country: housing, healthcare, employment, transport, education and communication.
- Avoid unnecessary jargon — about both technology and pedagogy; your audience is multilingual and varied.
- Check understanding regularly with quick, low-pressure methods (thumbs, traffic-light cards, one-word answers, Mentimeter).
- Encourage collaboration — pair participants deliberately and change pairs between activities.
- Allow mistakes — model making and correcting your own mistakes; this gives learners permission to try.
- Adapt activities to different digital skill levels — always prepare a basic and an advanced version of each task.
- Use examples connected to real needs: a real form, a real map, a real appointment booking page.
- Limit yourself to two or three tools per session; depth beats variety.
- End every digital activity with a reflection: “How could you use this with YOUR learners?”
- Keep a shared folder (Google Drive) of everything produced during the training, so participants leave with usable materials.
- Discuss how these activities could be transferred or adapted to each partner organization.

10. Formative Assessment

Formative assessment helps you adjust your teaching and helps learners see their progress.

Recommended methods:

- Observation — watch learners during tasks: who is confident, who hesitates, who helps others, who avoids the screen.
- Practical tasks — assess the product (poster, guide, map), not only participation.
- Self-assessment — simple forms where learners mark “I can... / not yet” for each skill.
- Short quizzes — Google Forms, Quizizz or Kahoot after each unit, always low-pressure.
- Group reflection — short discussions: “What was easy? What was difficult? What do we practise next?”
- Feedback — specific, kind and actionable: one strength + one suggestion.



10.1 Simple observation checklist (per learner, over a unit)

Competence observed	Not yet	With help	Independently
Opens and finds materials in the shared folder (Google Drive)	☐	☐	☐
Contributes to a shared document (Google Docs)	☐	☐	☐
Joins and participates in an online activity (Zoom/poll)	☐	☐	☐
Creates a simple visual product (Canva/Padlet/Genially)	☐	☐	☐
Completes an online quiz or form (Google Forms/Quizizz)	☐	☐	☐
Uses key vocabulary for daily life in the host country	☐	☐	☐
Collaborates with peers and asks for help when needed	☐	☐	☐

Use the checklist to plan support, to group learners, and to show each learner their own progress at the end of the unit.

11. Final Group Activity: “Design a Digital Learning Activity for Migrants and Refugees”

Participants work in small groups (3–5 people). Each group designs a complete mini-activity and presents it to the others in a 3-minute presentation. This activity consolidates everything covered in the training.

11.1 Instructions for groups

Choose and combine:

- a learning objective (e.g., “learners can book a medical appointment”);
- a methodology (from Section 4);
- a digital tool (from Section 5);
- a target group (e.g., newly arrived women, young adult migrants, older refugees);
- a real-life integration need (housing, healthcare, employment, transport, education, communication);
- the activity itself (step by step);
- an assessment method (from Section 10).

11.2 Template for groups

Element	Group’s choice
Learning objective	
Target group	
Real-life integration need	
Methodology	
Digital tool	
Description of the activity (step by step)	
Inclusive adaptation	
Assessment method	

11.3 Debriefing questions (whole group)

- Which tool–methodology combination appeared most often, and why?
- What difficulties might arise with real learners, and how would you solve them?
- Which of these activities could you realistically adapt and use in your organization?



12. Key Takeaways

- Digital inclusion is social inclusion: every digital skill gained helps migrants and refugees participate in the host country.
- Adult learners are partners, not empty containers: value their experience, languages and knowledge of their own needs.
- Language learning works best when linked to real life: services, transport, healthcare, work and community life.
- Methodology first, tool second: technology must serve clear learning objectives and real integration needs.
- Start simple and go step by step: a few well-used tools bring more results than many poorly used ones.
- Assess continuously and celebrate progress: formative assessment builds confidence and guides your teaching.
- Plan for follow-up: the value of this training is realised when activities reach migrants and refugees in practice.



13. Annexes

Annex A – Trainer checklist (before, during, after the session)

Phase	Checklist items	✓
Before	Test all tools and accounts on the devices available in the room	☐
Before	Prepare shared links/QR codes for all activities (Google Doc, Padlet, quiz...)	☐
Before	Prepare materials in simple language with visual support	☐
Before	Plan pairs/groups mixing levels, languages and digital skills	☐
Before	Have a plan B (paper version) for every digital activity	☐
During	Demonstrate first, then let participants practise immediately	☐
During	Check understanding regularly with quick, low-pressure methods	☐
During	Circulate, support weaker participants, challenge stronger ones	☐
After	Save all products to the shared Google Drive folder	☐
After	Collect feedback with the final questionnaire (Annex D)	☐
After	Discuss how the activities could be adapted and transferred to partner organizations.	☐



Annex B – Participant activity template

Field	To complete
Activity title	
Learning objective	
Target group (be specific, avoid stereotypes)	
Methodology	
Digital tool(s)	
Duration	
Materials needed	
Step-by-step procedure	1. 2. 3. 4.
Inclusive adaptation	
Assessment method	

Annex C – Formative assessment checklist

Simplified version of Section 10.1 for quick use during activities.

Observation point	Yes	Partly	Not yet
Learner participates in the digital task	☐	☐	☐
Learner can follow step-by-step instructions	☐	☐	☐
Learner uses key vocabulary of the host country	☐	☐	☐
Learner collaborates and communicates with peers	☐	☐	☐
Learner can repeat the task with less support	☐	☐	☐



Annex D – Final feedback questionnaire (for participants)

Suggested questions (can be delivered via Google Forms):

- 1. The training content was clear and useful for my work. (1–5)
- 2. I feel confident using at least two new digital tools with my learners. (1–5)
- 3. The examples and activities were relevant for migrants and refugees. (1–5)
- 4. The pace and level of the session were right for me. (1–5)
- 5. Which activity or tool will you use first with your learners? (open question)
- 6. What should we improve in future sessions? (open question)
- 7. What follow-up support would help you (online meeting, materials, peer contact)? (open question)



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