



Level A1 Framework | Annex | Manual on inclusive L2 education for social and digital participation

eMATES | Empowering migrant-background marginalised adults in e-government access through foreign language education by language educators training



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Level A1 Framework



Healthcare Access and Appointments | How to book a doctor's visit online

Skill Area	Sub-skill	Description of Expected Competence (CEFR A1)
<u>Comprehension</u>	<u>Listening</u>	Can understand simple sentences related to e-government health services, such as "Please enter your health card number," or "What is the reason for your appointment?" These are essential phrases used when booking doctor visits online.
	<u>Reading</u>	Understands basic information on health portals such as "Choose appointment type" (e.g., general check-up), "Select date," and "Download medical records." Recognizes common vocabulary like "doctor's name," "available times," and "medical specialty."
<u>Speaking</u>	<u>Interaction</u>	Can engage in basic interactions related to healthcare appointments, e.g., "I need to book an appointment for a check-up," or "I don't understand this form, can you help me?" Learners will be able to ask for clarifications when using health portals.
	<u>Oral Production</u>	Can produce simple sentences to communicate health-related information when booking appointments online, such as: "I need an appointment with a doctor" or "I am free on Tuesday at 10:00." Learners can also ask for help, e.g., "How do I book my appointment?"
<u>Writing</u>	<u>Written Production</u>	Can fill out basic health-related forms online, such as entering their personal details (name, date of birth), selecting available appointment times, and writing simple phrases like: "Book an appointment for a general check-up." Learners will also practice writing questions to clarify form fields or system messages.

Why it's needed: Navigating healthcare services is one of the most essential tasks for migrants. Understanding how to access healthcare, book doctor appointments online, and interpret digital health documents is critical for integrating into the new country and managing one's health.

Digital Literacy Focus: The task is to develop the learner's ability to interact with **e-government portals**, including:

- Booking appointments via online systems.
- Downloading or understanding health-related documents (e.g., vaccination records).
- Using and interpreting **digital health records** or **personal health information** securely.

L2 Literacy Focus: Learners will acquire **health-related vocabulary** (e.g., symptoms, appointment types, medical specialties) and basic phrases for interacting with healthcare portals. Key skills include:

- Asking for help or clarification when interacting with digital forms or instructions.
- Understanding and using medical terminology in the context of online health services.
- Practicing simple communication strategies for booking appointments and managing health-related documents online.



Job Search and Employment Services | Navigating national job portals

Skill Area	Sub-skill	Description of Expected Competence (CEFR A1)
Comprehension	Listening	Can understand slow, clear audio instructions or help-desk guidance for using online job portals, e.g., "Click here to register," "Select the type of job," or "Upload your CV." Can follow basic spoken guidance for logging in or applying for a job or applying for a training offer for a job.
	Reading	Can recognize common terms on e-government job portals such as "Register," "Log in," "Vacancies," "Location," "Apply now." Understands basic form fields: name, phone, email, work experience. Can follow step-by-step written instructions with visuals. Can distinguish terms of training offers.
Speaking	Interaction	Can ask for help in using a job portal, e.g., "Where do I write my email?" or "How do I apply?" Can answer simple questions from employment services staff, such as "Do you have a CV?" or "What job are you looking for?" Can ask for help to select proper training.
	Oral Production	Can state personal work goals in simple sentences, e.g., "I want to work as a cleaner," "I can start next week," or "I have experience in construction."
Writing	Written Production	Can fill in simple digital job application forms on e-government portals, including personal details and basic work information. Can write short messages to express interest in a job, e.g., "I want to apply for the warehouse job."

Why it's needed: Accessing employment is a key priority for adult migrants. Using digital job portals and national employment services is often **the first point of contact with e-government**. At A1 level, learners need to recognize **job offers**, **navigate forms**, and **understand basic questions** during digital or in-person interactions.

Digital Literacy Focus:

- Basic navigation of **public job platforms** (e.g., EURES and other national/regional portals).
- Filling out **simple digital forms** (name, contact, availability).
- Understanding buttons like "Apply," "Save," or "Upload CV."
- Recognizing job categories and basic filters (e.g., location, sector).

L2 Literacy Focus:

- Learning **basic job-related vocabulary** (job names, contract types, hours).
- Practicing **simple interactions** used in job centers or online chats (e.g., confirming availability, expressing interest).
- Writing **short, functional texts** to express job preferences or availability.
- Understanding **common questions** and instructions **found in interviews or online portals**.



Managing Residency and Legal Documentation | Filling out residence permit forms

Skill Area	Sub-skill	Description of Expected Competence (CEFR A1)
<u>Comprehension</u>	Listening	Can understand slow, clear instructions commonly used during legal procedures, such as: "Enter your address," "Attach your ID," or "Click here to submit." Can follow spoken prompts from a help desk or tutorial video on how to complete a basic residency form.
	Reading	Can recognize essential words and phrases in digital legal forms and portals, such as "surname," "nationality," "upload document," and "application submitted." Understands structured forms with simple instructions, such as "Fill in the required fields."
<u>Speaking</u>	Interaction	Can respond to basic official questions in person or online, e.g., "What is your date of entry in the country?", "Where do you live?", "Can you show your passport?" Can ask for clarification with phrases like: "What does this word mean?" or "Where do I sign?"
	Oral Production	Can state personal information clearly, e.g., "I am from Morocco," "I live in Rome," or "I arrived in January." Can explain simple needs, such as: "I want to renew my permit" or "I don't understand the form."
<u>Writing</u>	Written Production	Can fill out basic online residency forms, including fields such as name, date of birth, nationality, and address. Can write short phrases for formal requests, such as "I need to renew my permit" or "This is my new address."

Why it's needed: Securing and maintaining legal status is **foundational to migrant integration**. Tasks such as applying for a **residency permit**, requesting **family reunification**, or **renewing a visa** often occur online, and require understanding institutional language, correct form completion, and following digital instructions precisely.

Digital Literacy Focus:

- Navigating institutional websites (e.g., immigration offices, public administration portals).
- Completing structured online forms with required data and document uploads (passport scans, proof of address).
- Recognizing and responding to system notifications (e.g., "Application received," "Missing document").

L2 Literacy Focus:

- Understanding **bureaucratic terminology**: application, renewal, identification, residence.
- Learning **how to ask for help** or clarification in an official context (both online and face-to-face).
- **Writing short formal statements** using models or templates.
- Familiarity with **fixed phrases and layout** used in government communications and digital documents.



Online Banking and Secure Payments | Understanding terms and making digital transactions

Skill Area	Sub-skill	Description of Expected Competence (CEFR A1)
<u>Comprehension</u>	Listening	Can understand simple, slow instructions such as “Enter your PIN,” “Confirm payment,” or “Select account.” Can follow basic spoken guidance from a bank clerk or helpline about making a payment or checking a balance.
	Reading	Can recognize common terms in banking apps or websites, e.g., “balance,” “transfer,” “payment successful,” “amount,” “recipient,” “confirm.” Can follow step-by-step payment instructions with visual support.
<u>Speaking</u>	Interaction	Can answer basic questions at a bank counter or in a call with customer service, e.g., “What is your account number?” or “How much do you want to transfer?” Can ask for help, e.g., “Where do I click to pay?” or “What does this word mean?”
	Oral Production	Can give short, clear instructions, e.g., “I want to pay my electricity bill” or “I need to send money to my brother.” Can state the amount or payment details verbally in simple terms.
<u>Writing</u>	Written Production	Can fill in basic online payment forms with details like amount, account number, and payment description. Can write short notes like “Bill payment for electricity” or “Transfer to family.”

Why it’s needed: Migrants often **need to pay bills, send money, and manage accounts digitally**, either through **online banking portals or public digital payment systems** (e.g., pagoPA in Italy). Understanding these systems is essential for financial independence and avoiding errors that could result in extra costs or service interruptions.

Digital Literacy Focus:

- Logging into secure banking portals using **PIN codes or two-factor authentication**.
- Identifying and using key functions such as **balance check, money transfer, and bill payment**.
- Recognizing **confirmation screens and error messages**.
- Understanding **basic security practices** (e.g., not sharing passwords).

L2 Literacy Focus:

- Acquiring essential **financial vocabulary**: account, transfer, amount, payment, balance, bill, receipt.
- Practicing **simple requests to get assistance from bank staff** or customer service.
- Understanding and producing **short written descriptions** for payment purposes.
- Following **transaction confirmation** messages in plain language.



Public Transport and Mobility Services | Purchasing digital tickets, checking schedules

Skill Area	Sub-skill	Description of Expected Competence (CEFR A1)
Comprehension	Listening	Can understand slow, clear announcements or instructions such as "The bus leaves at 8:15," "Please select your ticket type," or "The train is late." Can follow basic spoken guidance from staff or help lines about finding stops or buying tickets.
	Reading	Can recognize common terms in apps, websites, or ticket machines such as "departure," "arrival," "platform," "ticket," "price," "buy," "confirm." Can follow step-by-step visual instructions for purchasing a ticket online.
Speaking	Interaction	Can answer and ask basic questions, e.g., "What time does the bus leave?", "Where is platform 2?", "Is this ticket valid today?" Can request help using simple phrases like "I can't find my train" or "Where do I buy the ticket?"
	Oral Production	Can state simple travel needs, e.g., "I need a ticket to Rome," "I want a weekly pass," or "I will travel tomorrow morning."
Writing	Written Production	Can fill in basic travel forms or app fields, e.g., destination, date, passenger name. Can write short messages such as "Ticket for bus to Naples" or "I need information about train times."

Why it's needed: Access to **public transport** is essential for daily life, job access, and social participation. Many services now require **digital interactions**—buying tickets via apps, checking schedules online, or using QR codes for boarding. Migrants must be able to use these tools independently.

Digital Literacy Focus:

- Navigating **transport apps** and websites for timetables and ticket purchases.
- Using **digital payment options** for tickets.
- Understanding **confirmation messages** and **QR code scanning** for boarding.
- Recognizing and interpreting **service updates** (e.g., delays, cancellations).

L2 Literacy Focus:

- Learning **basic transport vocabulary**: ticket, platform, departure, arrival, price, day pass, late, schedule.
- Asking and answering **simple travel questions**.
- Understanding **announcements** related to travel changes.
- Writing **short travel-related phrases** for requests or notes.



Parenting and School Communication | Using school apps or platforms for children's education

Skill Area	Sub-skill	Description of Expected Competence (CEFR A1)
<u>Comprehension</u>	Listening	Can understand slow, clear instructions from teachers or audio messages in school apps, e.g., "The meeting is on Monday at 5 pm," "Bring the homework tomorrow," or "The school will be closed on Friday." Can also understand short messages about support lessons, e.g., "Your child has help with reading today."
	Reading	Can recognize basic information in school communications such as "homework," "meeting," "grades," "absence," "message from teacher." Can follow simple instructions on school portals, e.g., "Click to see homework," "Check timetable," "View support class."
<u>Speaking</u>	Interaction	Can ask and answer simple questions to teachers or school staff, e.g., "When is the meeting?", "Is there homework for tomorrow?", "Does my child have the support class today?", "Can you show me where to click?"
	Oral Production	Can give short, clear information about their child, e.g., "My son is absent today," "My daughter is sick," "He goes to reading support," or "We will be late."
<u>Writing</u>	Written Production	Can fill in basic school forms with child's name, class, and contact details. Can write short messages in school apps, e.g., "My son will not come to school today," "We need a meeting with the teacher," "My daughter has help with reading."

Why it's needed: School–parent communication is increasingly managed through **digital platforms** (e.g., electronic registers, messaging apps, online grade books). Migrant parents must be able to navigate these systems to stay informed about their child's education and respond appropriately.

Digital Literacy Focus:

- Using **school communication apps** or websites to read announcements, check grades, and see homework assignments.
- Sending **short messages to teachers** via app or email.
- Navigating **digital forms** for permissions or school event registrations.
- Understanding **notifications** and reminders from the school.

L2 Literacy Focus:

- Learning **school-related vocabulary**: homework, meeting, grade, timetable, absence, teacher, subject, support.
- Asking and answering **basic school-related questions**.
- Writing **short, functional messages** for school communication.
- Understanding polite forms for addressing teachers or school staff.