



Level A2 Framework | Annex | Manual on inclusive L2 education for social and digital participation

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



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Białostockie
Centrum
Edukacji



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Level A2 Framework



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

Skill Area	Sub-skill	Description of Expected Competence (CEFR A2)
Comprehension	Listening	Can understand slightly more complex instructions related to healthcare appointments, such as "Please choose the type of appointment" or "What are your symptoms?" Understands questions about appointment scheduling and basic medical terms.
	Reading	Can understand simple instructions on health portals, such as "Choose a specialist," "Available dates," "Enter your health insurance number," and "Download medical documents." Recognizes more complex vocabulary such as "referral," "prescription," and "insurance coverage."
Speaking	Interaction	Can interact more confidently in healthcare settings, explaining simple health issues or preferences for appointment times. Can ask for clarification in case of confusion, e.g., "Can you explain this part of the form?" or "Is there a doctor available tomorrow?"
	Oral Production	Can give clear information when booking an appointment, such as "I need an appointment with a specialist for a follow-up" or "I would prefer an afternoon appointment." Learners can also ask questions such as: "What documents do I need to bring?"
Writing	Written Production	Can fill out more detailed online forms for appointments, including personal information, health symptoms, and preferred times. Can write simple sentences and questions to clarify health-related details on forms, such as "I need a doctor for my knee pain."

Why it's needed: Migrants need to be able to use **e-health services** for everyday tasks, such as **booking medical appointments** or downloading health documents. At the A2 level, learners should be able to complete tasks that require more detailed interaction with digital health systems. These skills are critical for effective participation in society and managing personal health.

Digital Literacy Focus:

- Learning how to navigate **healthcare portals** efficiently by understanding the **information on digital health platforms**.
- Acquiring the ability to **book appointments online**, **download/browse medical records**, and **understand digital prescriptions**.
- Developing the ability to **fill out forms accurately** with more complex health-related information (e.g., specific symptoms or medical conditions).

L2 Literacy Focus:

- Enhancing vocabulary related to healthcare, including symptoms, specialist types, medical documentation, and appointment types.
- Practicing **problem-solving** by explaining symptoms, asking for appointment details, and seeking clarifications on the system.
- Understanding medical **terms** more deeply and practicing **effective communication** with health professionals, both online and in person.





Job Search and Employment Services | Navigating national job portals

Skill Area	Sub-skill	Description of Expected Competence (CEFR A2)
Comprehension	Listening	Can understand basic instructions with more detail , e.g., "Select the sector and location," "Attach your CV before submitting," or "You need to register before applying." Can follow short guidance videos or spoken help-desk instructions about using a job portal.
	Reading	Can read and understand short job ads on national portals, identifying job title, location, hours, and contract type. Can follow written instructions on how to apply online, including "Upload documents," "Save draft," "Submit application." Recognizes confirmation emails/messages. Can distinguish among different job portals, and their objectives.
Speaking	Interaction	Can ask and answer simple questions in an employment office or online chat, e.g., "What experience is required for this job?", "Can I apply without a CV?", "When will I receive an answer?" Can request clarification if instructions are unclear.
	Oral Production	Can give short, connected information about skills and job preferences, e.g., "I worked two years in cleaning," "I want to find a job in a restaurant," "I prefer part-time work in the evening." Can express availability and readiness to send documents.
Writing	Written Production	Can fill out digital job application forms with more detail , including work experience, education, and availability. Can write short, polite application messages such as: "Dear employer, I am interested in the cleaning job. I can start in September. Please find my CV attached."

Why it's needed: At A2 level, migrants should not only register and apply but **also navigate job portals more independently**, handle basic correspondence, and understand application procedures. This supports smoother access to employment opportunities and stronger engagement with e-government platforms.

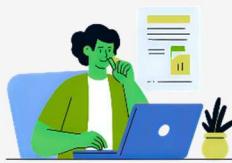
Digital Literacy Focus:

- Registering with **full details** (personal data, education, experience).
- **Searching jobs** with filters (sector, contract type, location).
- **Uploading documents** (CV, cover letter) in the required format.
- Reading and responding to automated confirmations or rejections.
Understanding basic data security when sharing personal information online.

L2 Literacy Focus:

- Expanding vocabulary: vacancy, internship, qualification, skills, employer, application, deadline, reference.
- Understanding short job descriptions and requirements.
- Writing simple, polite application notes.
- Engaging in short interactions with employment advisors or employers.





Managing Residency and Legal Documentation | Filling out residence permit forms

Skill Area	Sub-skill	Description of Expected Competence (CEFR A2)
Comprehension	Listening	Can understand short, clear explanations from staff, helplines, or tutorials, e.g., "You must upload your passport and residence certificate," or "The renewal takes two weeks." Can follow audio prompts in appointment booking systems.
	Reading	Can read and understand short, simple texts on government portals, e.g., "Application accepted," "Documents missing," "Your appointment is confirmed." Can follow online guides for filling out a residence permit renewal or change-of-address form. Recognizes expiry dates, deadlines, and required attachments.
Speaking	Interaction	Can ask and answer simple but relevant questions in an office or by phone, e.g., "What documents do I need?", "When is my appointment?", "Can I renew online?" Can request clarification politely: "Can you explain again, please?"
	Oral Production	Can explain personal situations in short sentences: "I need to renew my residence permit," "I changed address," "My passport is new." Can state the reason for an application clearly.
Writing	Written Production	Can complete digital forms with personal data, address, contact, and basic legal details. Can write short formal requests such as: "I would like to renew my residence permit. I have attached the necessary documents."

Why it's needed: Migrants must regularly handle **residency permits, visas, and renewals**. Mistakes can cause **delays or legal problems**. At **A2 level**, learners should be able to **navigate online portals**, follow official notifications, and **interact politely with institutions**.

Digital Literacy Focus:

- Logging in securely on official immigration or government portals.
- Filling out structured **online applications** (renewal, family reunification, change of address).
- Uploading scans of ID documents, proof of residence, and photos.
- Checking **system notifications** (missing documents, appointment confirmations).
- Downloading **receipts or proof of submission**.

L2 Literacy Focus:

- Expanding vocabulary: renewal, expiry, deadline, permit, applicant, attachment, confirmation, appointment.
- Understanding **fixed expressions** on forms: "valid until," "reason for application," "supporting documents."
- Producing **short, polite written requests**.
- Managing **short dialogues** with officials about procedures.





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

Skill Area	Sub-skill	Description of Expected Competence (CEFR A2)
Comprehension	Listening	Can understand simple banking instructions from staff or audio prompts, e.g., "Select your account," "Enter the amount," "Confirm with your PIN." Can follow spoken explanations about basic digital payments such as bills or money transfers.
	Reading	Can read and understand short banking texts, such as "Payment successful," "Transaction cancelled," "Minimum balance required." Can follow online instructions for paying utility bills or transferring money. Recognizes key terms on e-government payment portals (e.g., pagoPA).
Speaking	Interaction	Can ask and answer questions at a bank counter or helpline, e.g., "How do I pay my bill online?", "What is my balance?", "Do I need an account for this service?" Can request clarification: "Can you explain this message again, please?"
	Oral Production	Can explain simple financial needs in short sentences: "I want to send money to my family," "I need to pay electricity online," "I don't understand the error message."
Writing	Written Production	Can complete digital banking/payment forms with recipient, amount, and reference. Can write short messages or emails such as: "I would like to confirm my payment for the gas bill" or "Please send me the receipt for my transfer."

Why it's needed: Migrants rely on **digital financial tools** to pay bills, receive salaries, and support families. Errors in **online banking or e-government payment systems** can result in service loss or financial risks. At **A2**, learners should manage **simple transactions independently** and recognize confirmations or problems.

Digital Literacy Focus:

- Logging into secure banking or e-government payment systems (e.g., SPID, pagoPA in Italy).
- Executing **simple transactions** (bill payment, transfers, mobile top-ups).
- Recognizing system feedback: **success, error, pending, cancelled**.
- Downloading and saving **receipts/confirmation messages**.
- Understanding **basic security measures** (passwords, PINs, verification codes).

L2 Literacy Focus:

- Expanding vocabulary: balance, receipt, transaction, account, transfer, amount, successful, cancelled.
- Understanding short written and spoken banking instructions.
- Producing short, polite written requests (e.g., asking for receipts, confirming payments).
- Explaining simple problems in basic terms ("I entered the wrong code," "I can't log in").





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

Skill Area	Sub-skill	Description of Expected Competence (CEFR A2)
Comprehension	Listening	Can understand short, clear announcements (e.g., "The train is delayed by 15 minutes," "Tickets are available only online"). Can follow spoken explanations from staff or tutorials on using ticket machines or apps to buy tickets.
	Reading	Can read and understand short texts on transport apps/websites: timetables, ticket types (single, return, monthly pass), and simple service updates ("No service on Sunday," "Platform changed to 3"). Can follow step-by-step instructions on digital purchases.
Speaking	Interaction	Can ask and answer questions about transport, e.g., "When does the next bus leave?", "How do I use this ticket online?", "Can I buy a return ticket?" Can ask for clarification politely: "Can you show me on the screen, please?"
	Oral Production	Can state simple travel needs in connected sentences, e.g., "I want to buy a ticket for Rome tomorrow," "I usually take the bus to work," "I need a monthly pass for the metro."
Writing	Written Production	Can fill in digital ticket forms (destination, time, date, passenger details). Can write short messages like: "I need information about the train schedule" or "I want to confirm my bus ticket for today."

Why it's needed: Public transport is a **daily necessity** for most migrants. Services are increasingly digital, requiring skills to **buy tickets online, check updates, and manage QR codes**. At **A2**, learners should be able to handle basic digital interactions with growing independence.

Digital Literacy Focus:

- Using **transport apps and websites** for schedules, prices, and tickets.
- Selecting **ticket types** (day pass, return, monthly subscription).
- Paying online with **secure digital methods**.
- Understanding and using **QR codes or digital tickets** on mobile devices.
- Reading **service updates and disruptions** (delays, strikes, cancellations).

L2 Literacy Focus:

- Expanding vocabulary: timetable, single ticket, return, monthly pass, delay, cancellation, platform, QR code.
- Understanding **short written notices** and **audio announcements**.
- Producing **short, polite spoken and written requests** about tickets and schedules.
- Describing **basic travel routines and needs** (daily commuting, family trips).





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

Skill Area	Sub-skill	Description of Expected Competence (CEFR A2)
Comprehension	Listening	Can understand simple spoken or recorded information in school apps, e.g., "The parent-teacher meeting is next Tuesday at 6 pm," "Your child needs to bring sports clothes," or "There is a meeting about extra support."
	Reading	Can read short school announcements such as "Grades available online," "Meeting confirmed," or "New support teacher assigned." Can follow simple instructions on school portals (uploading a note, viewing a timetable or support session).
Speaking	Interaction	Can ask and answer questions with teachers/staff, e.g., "Where can I see the grades?", "Can I send the homework by app?", "Who is the support teacher?", "Can you explain how to upload the document?"
	Oral Production	Can describe their child's situation in short connected sentences, e.g., "My son is sick today," "My daughter has help with reading on Mondays," "We need a meeting with the math teacher."
Writing	Written Production	Can write short messages on school apps, e.g., "My child will be absent tomorrow," "We cannot attend the meeting," "Please confirm if you received the homework," "My son goes to support class on Tuesday." Can fill in basic digital forms (absence, support request).

Why it's needed: Parent-school communication is essential for ensuring children's education and well-being. Increasingly, schools use **digital platforms** (registers, apps, online grade books) as official communication channels. Migrant parents must be able to access and respond through these tools.

Digital Literacy Focus:

- Using **school apps or websites** to read announcements, check timetables, and see grades.
- Uploading **absence notes or homework confirmations** digitally.
- Sending and receiving **short messages** to/from teachers.
- Understanding **notifications** and reminders from the school system.
- Accessing support information or specialist notes through the platform.

L2 Literacy Focus:

- Expanding vocabulary: meeting, grade, timetable, subject, parent-teacher conference, support class, special teacher.
- Understanding **short instructions and announcements** in digital contexts.
- Writing **short, polite messages** about attendance and school needs.
- Explaining simple issues about the child's education in short sentences.

