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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eMATES: a community for L2 learning and digital education

Foreword

The integration of adult migrants into European societies is a multifaceted challenge that requires innovative and inclusive approaches to address linguistic, social, and digital barriers. Language proficiency, particularly in the host country's second language (L2), is a cornerstone for accessing public services, participating in civic life, and achieving meaningful social inclusion.

However, **the intersection of language learning and digital skills remains underexplored, despite its critical role in enabling migrants to navigate e-government platforms and essential online services**. The European Union, through its commitment to fostering social cohesion and digital transformation, recognizes the urgency of bridging these gaps to ensure equitable access to rights and opportunities.

This document outlines the methodology, findings, and practical outputs of the **eMATES project, which aims to empower adult migrants by integrating L2 language learning with digital education for e-government access.** The manual addresses the unique challenges faced by migrants, including the digital divide, social isolation, and limited access to tailored language resources. It provides a structured framework for educators, policymakers, and stakeholders to enhance their practices, offering innovative didactic materials, training resources, and an online learning platform.

These tools are designed to transform traditional language education into a dynamic and practical pathway for navigating real-life scenarios, such as accessing healthcare, managing bureaucratic processes, and participating in community activities.

The structure of this manual reflects the comprehensive scope of the eMATES project. It begins with **an overview of the project's objectives, methodology, and results**, followed by an exploration of the **broader context of L2 learning and e-government access in the European Union**. Subsequent sections provide detailed analyses of L2 language education and digital participation in eMates partner countries—**Spain, Italy, Germany, Greece, and Poland**—highlighting both challenges and best practices.

The manual also includes practical resources, such as step-by-step guides for educators, ready-to-use training materials, and case studies showcasing successful initiatives. Finally, it concludes with a co-created framework for integrating L2 learning and digital education, offering actionable recommendations for fostering inclusion and autonomy among migrant communities across Europe.

By addressing the intersection of language and digital skills, this document contributes to the European Union's broader goals of promoting social inclusion, reducing inequalities, and empowering vulnerable populations to fully participate in digital society.

L2 language, e-government and adult migrants: Why?!

The integration of adult migrants into society relies heavily on their ability to communicate effectively. Language proficiency is not just a tool for socialisation; it is a gateway to accessing essential services, employment, and civic participation. However, many migrants face significant barriers in learning a second language (L2), including limited access to structured education, lack of tailored resources, and socio-economic challenges.

The barriers in language learning also involve digital access which is not just simply about "finding information" but it is related to the concrete advantages in accessing social welfare services, and using valuable services to make life simpler and easier.

Key challenges include:

- Digital Divide: Many migrants lack the skills to access online language resources and digital public services.
- E-Government Exclusion: Without language proficiency, migrants struggle to navigate online administrative procedures.
- Social Isolation: Difficulty in communication leads to reduced engagement in local communities.

Why is it so important to integrate language learning with the services provided digitally by administrations? Usage of online services and public utilities on the Internet is far from being a reality in Europe, above all among those adults and educators who are not digitally confident. The groups which suffer the most such a gap are women, low-literate adults and above all migrants.

In this sense, eMates aims to engage adult centers, L2 staff, associations, L2 schools to get action in reflecting how to support their students in effectively using e-government. From one side, eMates aims to create innovative didactic materials and at the same time by piloting materials at local level by engaging students in transforming the way they deal with several everyday situations in which the usage of digital platforms could make things much easier!

What we want to do?

eMATES is a project designed to **make language learning more practical and useful** for adult migrants. Not only — we want to empower L2 teachers and volunteers with complementary materials to run classes to support their students in learning words, terms, strategies around their everyday contexts.

We believe that learning a new language should not be limited to textbooks and classroom exercises—it should help people navigate daily life, **especially in an increasingly digital world**.

Our approach combines **language education with real-world applications**, helping migrants develop the skills they need to **access public services, handle online tasks, and become more independent** in their new communities.

Even though nearly everyone does possess a smartphone in the European Union, it does not equal their capability to use it critically and access to the most prominent digital services provided by public administrations in the EU countries.

Who we are?

DomSpain

DomSpain is a dynamic education and training center operating at national and international levels. Founded in 2008, it offers services in project management, professional translations, courses and workshops, European trainings, territorial promotion, and digital solutions. DomSpain focuses on lifelong learning, providing educational services and support in project design, management, and implementation to public and private sectors at local and regional levels.

Polygonal

Polygonal is a nonprofit organisation whose motto is "education for social change". It is a nonprofit established in the small rural village of Cori, just an hour south of Rome. Polygonal was founded to explore alternative forms of engagement in the area, and create innovation in education, activism and cultural events. We cooperate with Cori municipality by managing the local public library and historical archive supporting several learning activities and cultural events. In cooperation with local stakeholders, it weekly organises Italian language learning activities. Plus, it has deep expertise in e-government education, given more than 5 years of practice with local adult centers. Its training center is "Polis Lab" focused on special educational needs and permanent training. Polygonal is involved in running two main festivals - Visioni on electronic music and territorial branding, and InSania, a festival on mental health.

Wisamar

Wisamar is a non-profit educational organisation based in Leipzig, Germany, which provides vocational, cultural and adult education. It is certified under the Accreditation and Licensing Ordinance for Employment Promotion and licensed as a provider of integration courses. Wisamar promotes labour market and social integration and offers vocational training and further education programmes for teachers and trainers. With extensive experience in EU-funded projects, including mobility, partnerships and innovation transfer, Wisamar has also received several awards, including for the Discover project on entrepreneurship.

Vardakeios School

The Vardakeios School organizes programs for adults that focus on foreign language learning, basic educational skills and self-enrichment. In this direction the school offers courses of Greek, English, Spanish, Italian and French language and workshops related to creative writing, art history, chess, painting, for local people and immigrants. Since 2009 Vardakeios has participated in European programs for Adult Education and has developed a strong national and European network of organisations that work in the same field.

BCE

The Białystok Education Center is a public institution offering adult education and teacher training. It includes a high school for adults, a post-secondary school, and free professional qualification courses. BCE also runs the Municipal Methodological Consulting Center, the Białystok Family Academy (lectures, classes, and workshops for families), the Senior Club (activities for 60+), and the Local Career Counseling Center, which provides individual and group career guidance for all ages.

Methodology

The purpose and approach of eMATES is built on a simple idea: language learning should help people do real things in real life. For adult migrants, that means using the local language to access public services online—booking a doctor's appointment, renewing a permit, checking school messages, paying a fee. Our methodology connects L2 learning with the small digital steps needed to complete these tasks, so that "I understand" becomes "I can act."

We followed a clear, human-centered process across five countries (Spain, Italy, Germany, Greece, Poland):

- **Listen first**: We surveyed 88 adult learners and 51 teachers/volunteers. We asked what they struggle with online (health, residency, jobs, payments, transport, school) and how confident teachers feel bringing these tasks into class.
- **Co-create with practitioners**: We worked with L2 teachers, adult centers, and NGOs to choose the most relevant everyday tasks and to shape activities that fit real classroom conditions.
- **Build, try, improve**: We developed ready-to-use lessons and an online simulation platform, tested them locally, collected feedback, and iterated in short cycles.
- **Align with what works**: We grounded everything in CEFR (action-oriented learning) and LASLLIAM (for low-literacy adults), and mapped activities to national e-government tools in each country.

What we focused on we organized learning around six life areas where language and digital skills meet:

1. Healthcare
2. Jobs and employment services
3. Residency and legal documents
4. Payments and basic finance
5. Transport and mobility
6. School and parenting platforms

For each area, we broke tasks into:

- Language functions: asking for help, explaining a problem, checking steps, confirming details.
- Key vocabulary and system language: upload, confirm, pending, reference number, error message.
- Micro digital skills: secure login (eID), file upload, reading notifications, understanding status banners, spotting phishing.
- Social strategies: staying polite and persistent, protecting personal data, handling errors calmly.

What we build with eMates
- Practical Manual (WP2): Step-by-step lessons that turn common administrative tasks into language activities. Each lesson includes can-do goals, classroom scripts, visual aids, and low-text options for beginners.
- Teacher Toolkit (WP3): Ready lesson plans, scaffolds (glossaries, screenshots, checklists), and simple rubrics to assess "administrative autonomy" (completion, accuracy, time, error recovery).

- Online Simulation Platform (WP4): Safe practice environments that mimic real portals. Learners complete forms, upload files, and respond to system prompts without risk. The platform gives clear, supportive feedback and distinguishes language issues from procedural mistakes.

Results

A Practical Language Learning Manual (WP2)

o A **step-by-step guide for L2 volunteers/teachers** that shows how to integrate real-life situations such as making a doctor's appointment, filling out government forms, or using online banking into language lessons.

o immediately This manual will help L2 teachers **make learning interactive and relevant**, so students can use what they learn.

o Access relevant resources and materials on L2 and digital learning to be used in classes.

Custom Training Materials for Teachers (WP3)

o Ready-to-use lesson plans, exercises, and digital tools designed to **help educators teach language through everyday activities.**

o Special focus on **helping teachers introduce technology to students** who may not be familiar with online platforms.

An Online Learning Platform (WP4)

o A **user-friendly digital space** where migrants can practice language skills in **interactive scenarios** related to online services.

o The platform will allow learners to **simulate real-life situations**—such as **filling out a job application**, **applying for residency**, or **requesting childcare benefits**—while **improving their language abilities**.

This work in brief

eMATES focuses on three connected problems that make it harder for adult migrants to take part fully in everyday life in Europe: (1) limited skill in the local second language (often called "L2" – meaning the language of the host country); (2) a digital divide (people have unequal access to devices, digital skills, and real benefits from using them); and (3) the fast move of public services onto the internet (known as e-government – for example booking health appointments or renewing permits online).

We talked with 88 adult learners and 51 teachers or volunteers involved in L2 classes. The results were clear: **more than 75% of the learners said they have little or no familiarity with basic online public service platforms.** Only a very small number felt confident acting on those sites by themselves. **Fewer than 40% of the educators felt ready to include digital public service tasks inside their language lessons**. This shows a mismatch between what learners really need to do (fill in forms, read official messages, upload documents) and what often happens in class.

These gaps add to wider European issues already known: women and newly arrived migrants often take part less in digital life; adults with little schooling struggle to use standard language level descriptions (for example those in the CEFR, the Common European Framework of Reference for Languages – a European system for describing language levels from A1 beginner to C2 mastery); and **gains in classroom language do not always turn into real-life ability to use rights** (healthcare, work procedures, residence, welfare, school communication).

What is new in eMATES is the shift from "language for its own sake" to "language for digital civic autonomy" (autonomy meaning being able to act independently in society). We still use well-known language references like the CEFR, and we add LASLLIAM (Literacy and Second Language Learning for the Linguistic Integration of Adult Migrants – a framework that supports adults with low literacy). But **we embed them inside real tasks from daily administration: booking a doctor, using a job portal, renewing a residence document, paying a fee online, using transport apps, talking with a school.**

The project produces three main things: (1) a Practical Manual for teachers and volunteers, using task-based methods (learning by doing meaningful tasks) and problem solving; (2) ready-to-use training packs with small scenarios, dialogues, and support strategies (scaffolding) to help learners step through digital actions; and (3) an online simulation platform that imitates public service websites (forms, options, system messages) in a safe space where learners can practice without fear of making official mistakes.

Across the five partner countries (Spain, Italy, Germany, Greece, Poland) we saw that simply owning a smartphone does not mean someone can successfully complete an online public task. Barriers include hard-to-understand language, complex steps, and lack of teacher preparation to guide learners through these processes.

To respond, **eMATES builds an integrated framework around six priority life areas: healthcare; job search and employment services; residence and legal documents; finance and secure payments; public transport and mobility; school and parenting platforms**. For each area we connect: useful language functions (asking for clarification, explaining a problem, ordering steps), key vocabulary, small digital skills (logging in securely, reading system prompts, uploading a file, interpreting error messages), and social strategies (polite requests, protecting personal data, handling mistakes calmly).

The result is a model other organisations can reuse. It helps turn language classes into launch pads for real participation and not just places to learn grammar or lists of words. In short, linking second language learning tightly with guided practice on real online services can transform "I can understand words" into "I can act independently," supporting fairer inclusion and everyday confidence.

L2 learning in European Union

L2 learning and adult migrants: a pathway to citizenship

L2 learning is a crucial pathway for adult migrants seeking citizenship, as it facilitates integration into host societies and empowers individuals to actively participate in civic life. The European Union recognizes the importance of language acquisition as a fundamental component of successful integration, underpinning policies such as the Common Basic Principles on Integration, which emphasize the necessity of language proficiency for accessing rights and services. **Several EU Member States have introduced compulsory L2 requirements for migrants**, reflecting a commitment to enhancing language skills as a means of promoting social cohesion and inclusion in the community.

Frameworks like the **Common European Framework of Reference for Languages (CEFR) provide structured guidelines that enable educators to tailor language programmes to meet the diverse needs of migrants**. The CEFR outlines proficiency levels from A1 (beginner) to C2 (proficient), allowing for a standardized approach to language education. **Initiatives such as the Literacy and Second Language Learning for the Linguistic Integration of Adult Migrants (LASLLIAM) specifically address the challenges faced by non-literate and low-literate learners**, providing descriptors and resources to support their unique educational needs.

The objectives of L2 learning extend beyond mere language proficiency; they encompass the development of digital skills, cultural awareness, and social competencies essential for navigating everyday life in a new country. **Achieving a minimum of B1 proficiency in the host country's language significantly enhances migrants' ability to access employment and participate in social activities**, thereby facilitating their integration into society. Proficiency in the local language enables migrants to engage with public services, participate in community activities, and develop social networks, which are vital for successful integration.

L2 language: CEFR and LASLLIAM

In the context of the European Union's commitment to inclusion and digital transformation, second language (L2) acquisition for adult migrants plays a central role in enabling access to civic, social, and digital rights.

The **Common European Framework of Reference for Languages (CEFR)** has long served as a standardized tool for assessing language proficiency across Europe, providing a common language for describing learning outcomes, curriculum design, and assessment.

Despite being a very useful tool, for **low-educated adult migrants,** traditional CEFR descriptors often fall short in addressing the specific challenges faced by learners with little or no formal schooling.

In response, the European Commission introduced the **LASLLIAM** framework (*Literacy And Second Language Learning for the Linguistic Integration of Adult Migrants*) to better tailor language education to this population. LASLLIAM was officially introduced in 2022 by the Council of Europe as a complementary tool to the Common European Framework of Reference for Languages (CEFR), specifically targeting the needs of low-educated or non-literate adult migrants.

LASLLIAM complements CEFR by focusing on **foundational literacy skills and communicative competences essential for integration, digital navigation, and civic participation**. It also aligns with

broader EU priorities, including the Digital Education Action Plan and the Action Plan on Integration and Inclusion, by supporting targeted pedagogical approaches that integrate language learning with access to e-government and essential services.

As access to digital platforms becomes increasingly necessary for exercising rights and engaging in society, L2 competence—particularly when guided by tools like CEFR and LASLLIAM—is foundational to equitable participation in a digital Europe.

Digital divide and adult migrants into e-government access

E-government in European Union

E-government in the European Union (EU) has become a cornerstone of the digital transformation strategy, aiming to enhance the accessibility, efficiency, and transparency of public services. In 2024, 70% of EU citizens aged 16 to 74 reported using online public services within the previous year, marking a slight increase from 69.3% in 2023. However, significant disparities persist among Member States; for instance, Denmark reported a usage rate of 98.5%, while Italy lagged at 55.1% (Eurostat, 2025).

Digital divide and social issues

Despite the European Union's commitment to digital inclusion, **access to e-government services remains uneven, particularly along the lines of gender and migration background**. While the overall usage of digital public services has steadily increased—reaching 70% of EU citizens aged 16 to 74 in 2024 (Eurostat, 2025)—women and migrants are statistically less likely to engage with these platforms. According to the European Institute for Gender Equality (EIGE), women are underrepresented in digital participation across all Member States, with the gender digital gap most pronounced among older adults and those with lower education levels.

This is reflected in the 2023 DESI report, which notes that only 54% of women with low formal education used e-government services, compared to 61% of men in the same category (European Commission, 2023). Migrants face even greater challenges: the European Commission's Action Plan on Integration and Inclusion (2021–2027) identifies digital access as a key area of exclusion for third-country nationals, who often encounter compounded barriers such as limited digital literacy, lack of localised language support, and reduced access to reliable internet.

A 2022 study by the OECD found that migrants are 20–30% less likely than native-born citizens to use online government services in Europe, with the gap particularly wide among women from non-EU backgrounds. These disparities underscore the need for inclusive digital strategies that combine language learning, civic education, and access to digital tools to ensure equitable participation in e-government systems across the EU.

The digital divide can be understood as a multi-layered phenomenon comprising three distinct levels of inequality. The **first level** concerns access to the Internet, initially framed in binary terms: individuals were either connected or disconnected. Early efforts to bridge this divide focused solely on physical access to digital infrastructure (Scheerder et al., 2017).

However, having Internet access does not automatically translate into meaningful digital engagement. The **second level** of the digital divide refers to disparities in digital skills. Even in high-connectivity societies,

individuals vary significantly in their ability to use digital tools effectively. This perspective expands the notion of access beyond physical infrastructure to include what Van Dijk (2008) defines as four dimensions: motivational access, material access, skills access, and usage access. These factors collectively determine whether individuals can truly benefit from digital technologies.

The **third level** of the divide relates to the differential outcomes derived from Internet use. It highlights how some individuals are better positioned than others to convert digital engagement into positive social, economic, or cultural capital (Van Deursen & Helsper, 2015; Ragnedda, 2019). For example, navigating online resources, engaging in self-advocacy, participating in social and professional networks, and building cultural awareness are all forms of digital competence that contribute to greater inclusion. Other concrete examples include the effects of welfare policies that can only be accessed through the interaction with public digital platforms - they fail to include those targets of population which are most vulnerable as they are also those parts of the population that are not able to access the most critical services based on the Internet.

In this way, those lacking critical e-government skills are at risk of deeper exclusion, as they are less able to access the knowledge, services, and opportunities that digital participation affords.

L2 in partner countries

L2 language in Spain

This overview includes Catalan as part of the L2 landscape, given that the coordinating organisation of this project is based in Catalonia, where both Spanish and Catalan are official languages and key to migrant integration.

Learning Spanish and Catalan is essential for the integration of migrants and refugees into Spanish society. Language is the foundation for communication, participation in civic life, access to public services, and successful entry into the labor market. In Catalonia, acquiring both languages is often necessary to interact effectively with institutions, schools, and communities. Multiple public, private, and third-sector entities are engaged in providing language training to migrants across the region. This section outlines the key providers and structures.

Consorci per a la Normalització Lingüística (CPNL)

The CPNL is a Catalan public body dedicated to promoting the use of Catalan, particularly among adults. Through its network of Linguistic Normalisation Centers, it offers free or subsidised Catalan courses for newcomers, aligned with the CEFR levels (A1 to C1). The courses focus on practical, everyday communication and civic integration. CPNL also runs volunteer programs such as Voluntariat per la Llengua, pairing learners with native speakers for conversational practice. It collaborates with municipalities, schools, and NGOs to reach wider audiences.

Escuela Oficial de Idiomas (EOI)

The EOIs are state-run language schools offering formal language instruction to adults. In Catalonia, EOIs provide certified Spanish and Catalan classes for migrants, often at low cost. These institutions follow standardised curricula and offer language certification that supports labor market entry or university

access. However, long waiting lists and limited geographic accessibility can be a challenge, particularly for low-income or rural learners.

Municipal Adult Education Programs (Formació d'Adults)

Municipalities across Catalonia operate adult education centers that provide literacy, vocational training, and L2 language courses. These centers offer flexible programs tailored to migrants' needs, combining Spanish and Catalan lessons with orientation in civic rights, employment, and digital literacy. For instance, Centres de Formació de Persones Adultes (CFPAs) often work directly with migrant communities, supporting integration in practical and holistic ways.

NGO-led Initiatives and Refugee Support Structures

Numerous non-governmental organisations and community associations contribute significantly to L2 learning for migrants. Examples include:

- **DomSpain (Reus):** Offers structured Spanish and Catalan courses to migrants, integrating language with digital skills and e-government access.
- **Red Acoge / Accem / CEAR**: National networks supporting asylum seekers and migrants through language training, legal aid, and integration services.
- **Fundació Servei Solidari / Bayt al-Thaqafa**: Provide language and literacy classes, especially to women and unaccompanied minors, combining them with mentoring and employment services. These organisations often provide a more personalised and socially inclusive learning environment, filling gaps left by formal education.

University Language Programs and Research Centers

Several Catalan universities run programs for L2 instruction and integration, including:

- **Universitat de Barcelona** (UB): Offers courses in Spanish and Catalan for international students and refugees.
- **Universitat Autònoma de Barcelona** (UAB): Home to the Centre d'Estudis i Recursos Culturals, which supports intercultural education and language learning research.
- **Universitat Rovira i Virgili** (URV): Offers Catalan and Spanish courses, especially targeting Erasmus and refugee students.

Lifelong Learning and Digital Education Platforms

The Generalitat de Catalunya promotes lifelong learning through regional platforms like Aula Mentor and Xarxa Punt TIC, which combine language learning with digital and civic training. These are critical for adult migrants looking to improve their digital skills while advancing their language proficiency. Online language platforms (like Parla.cat for Catalan) offer self-paced and blended learning models adapted to learners' schedules and levels.

L2 language in Italy

Learning Italian as a second language (L2) is a cornerstone of successful integration for migrants in Italy. It opens doors to employment, education, public services, and civic life. Italy has a structured yet diverse system that includes public institutions, NGOs, and digital tools, all working to offer language training that reflects the real needs of migrant communities.

Italian language certifications are not just a tool for personal growth—they are legal and practical requirements for migrants, especially to get visa permits and to obtain Italian citizenship. As it comes to **long-term residence permit** (Permesso di soggiorno UE per soggiornanti di lungo periodo), migrants must demonstrate at least A2 level proficiency in Italian to obtain a long-term residence permit. Certification can be earned through public exams or successful completion of courses at authorised centers such as CPIAs. Differently, when it comes to **Italian citizenship**, B1 level proficiency (oral and written) is mandatory to get it, among other requirements which are related to legal residence time (e.g. for non-EU economic migrants is 10 years, refugees 5 years etc), lack of criminal records etc. The certification must be from an officially recognised institution, such as:

- **Università per Stranieri di Siena (CILS)**
- **Università per Stranieri di Perugia (CELI)**
- **Società Dante Alighieri (PLIDA)**
- **Università Roma Tre (CERT.IT)**

These certifications help standardize language learning, support civic integration, and ensure migrants have the skills needed to participate actively in society.

The Italian system for teaching Italian as a second language (L2) is multifaceted, involving various public institutions, non-governmental organisations (NGOs), and community-led initiatives.

Provincial Centres for Adult Education (CPIA)

CPIAs are public institutions overseen by the Ministry of Education, offering free or low-cost Italian L2 courses for adult migrants. Courses range from basic literacy to B1 level, and often integrate civic education and digital literacy. Completion of these courses may lead to recognised certifications required for long-term residence permits. Recent reforms have strengthened collaboration between CPIAs and mainstream schools to assess migrants' language skills and develop personalised learning plans.

State Schools and Vocational Institutes

Some secondary schools—particularly those offering evening classes or vocational programmes—provide Italian L2 instruction for adolescent and young adult migrants. These programmes frequently combine language learning with subject-specific support, helping learners integrate into the formal education system.

Municipal and Regional Initiatives

Local authorities organise Italian language courses through social services, community centers, and migrant support offices. These courses are often funded by national or European initiatives and may include modules on civil rights, employment guidance, and digital skills.

NGOs and Community-Based Organisations

Numerous NGOs and community groups deliver Italian L2 courses, with a particular focus on vulnerable groups such as women with young children, asylum seekers, and undocumented migrants. These programmes often provide a more personalised and socially inclusive learning environment, helping to address gaps not met by the formal education system.

Universities and Research Institutions

Several Italian universities run Italian L2 courses for international students, refugees, and asylum seekers. Notable institutions include the University for Foreigners of Siena and the University for Foreigners of Perugia, both internationally recognised for their Italian language programmes and certifications (e.g. CILS, CELI).

Online and Distance Learning Platforms

Digital learning platforms play an increasingly vital role, offering flexible, self-paced, and blended learning opportunities. Resources such as *Parliamo Italiano*, *ITA L2*, and *Loescher online* provide accessible materials for learners who may face barriers to attending in-person classes.

L2 language in Germany

Germany offers refugees a comprehensive framework for language training that is essential for their linguistic and cultural integration into society. Funded largely by the Federal Office for Migration and Refugees (BAMF), these structured programs focus on foundational language skills, primarily covering levels A1 to B1, with limited access to more advanced levels (B2 to C1). The heart of this initiative lies within Integration Courses, which represent the state-funded language training designed to empower refugees.

Most essential tool for L2 language provision: Integration courses

Integration courses consist of 600 hours dedicated to language instruction, complemented by 100 hours of orientation that covers crucial aspects of German culture, history, and administrative tasks. Participation is free for eligible refugees, including those holding residence permits and asylum seekers under specific legal provisions, such as Section 55 of the Asylum Act. These courses aim to equip participants with practical communication skills essential for their daily lives—ranging from interacting with authorities to writing emails and preparing for job interviews. Moreover, various training providers offer specialised tracks to cater to specific demographic groups, such as women, parents, or young adults up to the age of 26, ensuring a more inclusive learning environment.

Other L2 language courses

For individuals who do not qualify for state-funded integration courses—such as asylum seekers without temporary protection status, EU migrants, or those with proficiency exceeding B1—the options for language training are limited. Vocational Language Courses (DeuFöV) serve employed individuals or those in vocational training at B2 to C1 levels; however, eligibility is contingent upon employment status or vocational integration plans. In 2023, around 1,100 providers offered these courses. Moreover, certain universities, like HWR Berlin, run free C1 courses aimed at refugees seeking to further their education, although these are targeted at specific groups. For those exploring private options, over 350 private language schools provide German courses, but these typically require a financial commitment averaging €200 to €400 per month.

Challenges

Despite these significant offerings, refugees face considerable challenges when seeking advanced language training. A critical barrier is the limited state funding, as BAMF typically covers expenses only up to the B1 level. Access to advanced language courses (B2 to C1) often necessitates employment or

enrollment in vocational programs, conditions that many refugees find difficult to meet. Additionally, geographical disparities create access issues, particularly in rural areas where training centers are scarce. The absence of exam preparation for nationally recognized tests like TestDaF or DSH by public providers also presents hurdles, compelling refugees to rely on private institutions to fulfill university admission requirements.

The L2 language course training centers

When compared to its European neighbors, Germany's language training landscape is extensive. The availability of approx. 1,600 accredited integration course providers exceeds those of most EU countries, such as France, where the Français Langue d'Intégration system is notably smaller and focuses primarily on citizenship applicants. Furthermore, while Germany emphasises German proficiency, nations like Sweden and the Netherlands promote bilingual education by teaching in English alongside their national languages. Despite being the most spoken native language in the EU, German faces challenges in establishing itself as a lingua franca, particularly when compared to English and French.

Number of courses, learners and training centers

Statistical insights highlight the reach and impact of these training programs. In 2023, integration courses were offered at approx. 1,600 accredited centers, more than 17,200 finished courses serving approximately 362,000 participants. In contrast, vocational courses provided by more than 1,000 providers catered to around 285,000 learners, predominantly employed migrants.

L2 language in Greece

Learning the Greek language is a key factor for the integration of foreigners and migrants into Greek society. Language is the gateway to communication, understanding local culture, and actively participating in the social, professional, and cultural life of the country. In Greece, several public and private organisations offer Greek language programs to foreigners. Greece has developed a diverse network of organisations and institutions that promote the learning of the Greek language for foreigners and migrants. Despite the challenges, especially due to increased refugee flows, the collaboration between the state, civil society, and academia has led to the creation of significant and high-quality educational structures. The continuation and strengthening of these efforts are essential for the genuine social integration of migrants into Greek reality.

Centre for the Greek Language (CGL)

The Centre for the Greek Language, operating under the Ministry of Education, was founded in 1994 and is based in Thessaloniki. Its mission is to promote and support the Greek language in Greece and abroad. The CGL organizes and oversees the Certification of Attainment in Greek exams and collaborates with universities and educational institutions to create teaching materials and train educators. It also provides digital platforms for distance learning of Greek as a second or foreign language.

Second Chance Schools (SCS)

Second Chance Schools are public educational institutions for adults, supervised by the Ministry of Education. They offer opportunities to adults who have not completed basic education. As part of their

program, they offer Greek language lessons to migrants, focusing on everyday communication and professional integration.

Refugee and Migrant Support Structures by NGOs

Many non-governmental organisations (NGOs) are actively involved in the education of migrants. Some of the most well-known are: SolidarityNow: Operates education centers in Athens and Thessaloniki, offering free Greek language classes and integration seminars, METAdrasi: Provides language education for migrant and refugee children and adults, mainly in collaboration with local authorities, Sunday School for immigrants: Organises Greek language courses and other support activities for immigrants.

Universities and Institutes

Many Greek universities have departments or centers dedicated to teaching Greek as a foreign language. Examples include:

- **University of Athens – Modern Greek Language Teaching Center**: Offers annual and intensive summer programs for foreign students and adults,
- **Aristotle University of Thessaloniki**: Through its School of Modern Greek Language, it provides specialised courses for different levels,
- **Democritus University of Thrace**: Participates in migrant and refugee integration programs through language education.

Municipalities and Lifelong Learning Centers (LLLCs)

Many municipalities, through Lifelong Learning Centers, offer free Greek language classes for migrants and refugees, as part of social integration programs. These programs are often funded by national and European funds and may also include activities like cultural education or orientation in Greek society.

L2 language in Poland

Learning Polish is essential for refugees and immigrants as it helps them integrate into Polish society, communicate effectively, and access opportunities. Language proficiency enables them to find jobs, understand their rights, and navigate daily life more easily. Additionally, learning Polish fosters connections with locals, reduces social isolation, and promotes cultural exchange. It also allows them to participate in education, healthcare, and government services without barriers. Overall, speaking Polish empowers refugees and immigrants to build a stable and fulfilling life in Poland.

In Poland, public and private organisations run Polish language courses for foreigners. Poland has developed a diverse network of organisations and institutions that promote Polish language learning for foreigners. Polish policy towards foreigners includes regulations concerning their stay and social integration. As part of support for foreigners, Polish language courses are organized as a foreign language, which help them adapt and communicate in everyday life.

Polish migration policy focuses on ensuring legal residence for foreigners, protecting refugees, and integrating people arriving in the country. There are various support programs that include legal, social, and educational assistance for migrants.

In Poland, there is a framework program of Polish language courses for foreigners, which was developed by the Ministry of National Education. These courses are adapted to the age, origin and needs of participants, taking into account cultural differences. Their aim is to develop language and communication skills, which helps foreigners communicate effectively in various social situations. Additionally, the Office for Foreigners provides teaching materials for learning Polish at various levels of advancement.

Some organisations are authorized to conduct state certificate examinations in Polish as a foreign language at levels B1, B2 and C1. A certificate of Polish as a foreign language is the only state document certifying knowledge of the Polish language. A certificate at level B1 entitles one to apply for Polish citizenship. Detailed information about certification exams can be found at www.certyfikatpolski.pl.

Integration courses

The Polish language integration course is an educational program aimed at foreigners, which helps them learn Polish language and adapt to life in Poland. It is an opportunity to acquire language skills at levels A1-B1, as well as to learn about Polish culture and society.

Where to look for Polish language integration courses:

- **Integration and social welfare centers**: They offer courses and support programs for people who have arrived from abroad.
- **Foundations and non-governmental organisations**: They often organise courses and workshops related to adaptation.
- **Local governments:** They can finance or support adaptation programs for new residents.

NGOs support for migrants

Several NGOs in Poland offer L2 Polish language courses for foreigners, often focusing on integration and accessibility. These organisations help foreigners integrate into Polish society by providing structured language learning opportunities.

Universities and Institutes

Language and adaptation L2 Polish language courses are organised for students starting their studies at Polish universities. Usually, classes are held at two levels of advancement: level A1 - basic communication situations, and level A2-B1: developing individual skills in understanding, reading, writing and speaking; formal and informal varieties of the language.

Language schools

Polish language courses vary depending on the institution and level of proficiency. Most language schools offer courses at A1-C2 levels. They are usually paid. Courses are usually divided into levels from beginner (A1) to proficient (C2). Students practice speaking, reading, listening, and writing, along with grammar and vocabulary development. Courses can be intensive (full-time) or non-intensive (part-time), and some

schools offer online options. Some programs focus on professional Polish for work, academic Polish for university studies, or conversational Polish for everyday communication. Many courses include lessons on Polish culture, traditions, and history to help learners immerse themselves in the language.

Distance Learning Platforms

Distance learning of the Polish language as a foreigner has its pros and cons. Students can learn at their own pace and schedule, making it ideal for busy individuals. No need to relocate or commute. Students can study from anywhere in the world. Online courses often provide interactive exercises, video lessons, and digital textbooks. Many online programs are more affordable than traditional in-person classes. Students can choose courses tailored to their specific needs, whether for work, travel, or academic purposes. On-line courses also have some disadvantages. Limited speaking practice – without in-person interaction, improving pronunciation and conversational fluency can be challenging. Learning remotely means missing out on real-life exposure to Polish culture and everyday language use. Distance learning demands strong motivation and consistency. Internet connectivity problems or platform limitations may disrupt learning. Unlike in a classroom, responses from instructors may not be instant.
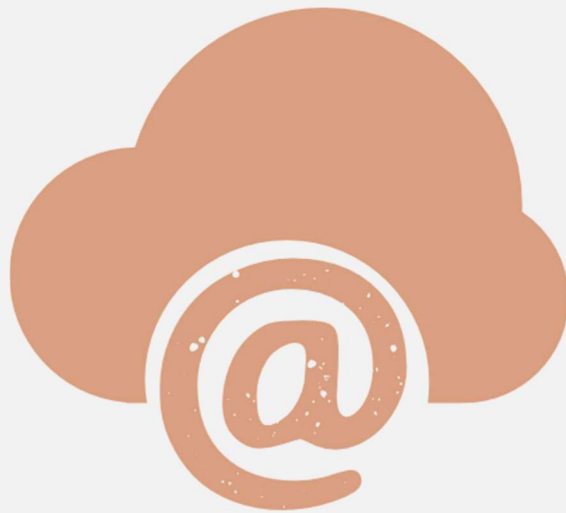
E-government in the participating countries

E-government in Spain

Spain has made significant advances in e-government in recent years, offering a wide range of digital public services at both the national and regional levels. The primary national portal is sede.administracion.gob.es, which acts as a centralised gateway to access hundreds of administrative procedures online, from healthcare to taxation and residency.

Some key features of Spain's e-government ecosystem include:

- **Cl@ve**: A national digital identification and authentication system that enables citizens to access numerous public services securely using a single sign-in. It supports access to health, employment, tax, and legal procedures.
- **Digital Certificates and eSignatures**: These allow for secure electronic transactions and document submissions. Regional systems such as IdCAT provide digital IDs compatible with EU eIDAS standards, ensuring cross-border interoperability.
- **Personal Health Portals**: Citizens can manage health appointments, prescriptions, and medical records online through services like La Meva Salut, accessible in multiple languages depending on the region.
- **Agencia Tributaria (AEAT):** The national tax agency's digital platform provides full-service online tax management. Individuals and businesses can file taxes, view returns, and manage economic records.
- **Online Public Service Portals:** Various regions offer digital platforms to manage business registration, access social support programs, apply for public housing, or enroll in education. These portals often integrate multilingual access and mobile responsiveness.
- **Remote Appointments and Video Services:** Many procedures can now be completed via video consultation or digital submission, including job-seeking services, administrative appeals, and legal registrations.
- **Electronic Payments and Notifications:** Citizens can pay administrative fees online and receive official documents or updates via tools such as e-Notum or integrated regional payment systems.

The transition to digital services was significantly accelerated during the COVID-19 pandemic, with a growing number of citizens engaging with e-government platforms regularly. Nonetheless, digital literacy, language barriers, and procedural complexity still pose challenges—particularly for migrants, low-literate adults, and newly arrived residents.

National and regional institutions continue to invest in digital infrastructure and training initiatives, aligning with broader EU strategies for secure, inclusive, and interoperable e-government across member states.

E-government in Italy

As of 2025, Italy's e-government landscape presents a mixed picture of progress and persistent challenges. While there have been advancements in certain areas, overall adoption and usage of digital public services remain below the European Union (EU) average. In 2024, 55.1% of Italians aged 16 to 74 interacted with public authorities online, a decline from 60.1% in 2023. This positions Italy among the lowest in the EU for digital public service usage, trailing behind the EU average of 70%. Factors contributing to this include limited digital skills and outdated technological infrastructure.

Italy has made significant progress in e-government, implementing various national platforms to enhance digital public services. Key components include SPID, CIE, App IO, and pagoPA, each playing a distinct role in facilitating citizen interaction with public administration.

SPID (Sistema Pubblico di Identità Digitale) provides citizens and businesses with a single digital identity to access online services of the Public Administration and participating private entities. It offers three levels of security and is available through accredited identity providers.

CIE (Carta d'Identità Elettronica), the electronic ID card, functions as both a physical document and a digital authentication tool. It uses NFC technology and the CieID app to allow secure access to public portals.

App IO is the unified digital interface for Italian public services. It enables users to receive official messages, access digital documents (like health cards and driver's licenses), make payments through pagoPA, and digitally sign documents. It now integrates IT Wallet, allowing citizens to store digital versions of their key ID documents. Authentication via SPID or CIE is required.

pagoPA is the national platform for secure digital payments to the public administration, such as taxes or university fees, and is fully integrated into App IO for ease of use. It can even be used to pay fines, and for young people to have a youth national card.

E-government in Germany

The digitalisation of public administration remains a central issue in Germany, presenting both challenges and opportunities. The latest eGovernment MONITOR report shows that, although the digital transformation of public administration is progressing, it still faces many obstacles and significant regional disparities.

The implementation of the Online Access Act (OZG), which came into force in 2017, has fallen significantly short of its original targets. By the end of 2022, all of the more than 6,000 administrative services — grouped into 575 service bundles — were supposed to have been digitised. However, as of May 2025, only 246 out of 575 bundles had been digitised, with just eleven additional services added in the past year. More concerning still is that of these 246 digitalised services, only 106 can be processed fully digitally, including the submission of all necessary supporting documents. Consequently, many administrative processes still involve media discontinuities, hindering digital access for citizens.

Despite these challenges, satisfaction among Germans with digital public services has increased: 62 per cent of respondents reported satisfaction — an increase of four percentage points compared to the previous year. Nevertheless, Germany lags well behind Austria (74 per cent) and Switzerland (79 per cent) in this respect. Citizens desire an administration that operates as efficiently and simply as private companies. Only 19 per cent consider German authorities to be as efficient as private sector organisations, while 70 per cent expect public services to be as convenient to use as those offered by private providers.

Although the use of digital administrative services is growing, there is still considerable room for improvement. The online ID card is becoming increasingly important; 22 per cent of Germans now use it, which is an increase of eight percentage points compared to the previous year. However, awareness of key platforms such as the federal portal remains low, with only 30 per cent of people being aware of it and just six per cent having used it. The 'digital usage gap' — the proportion of citizens who handle all administrative

matters offline — stands at 31 per cent in Germany, which is significantly higher than in Austria (21 per cent) and Switzerland (19 per cent).

The main barriers to using digital public services are a lack of end-to-end digital processes (57%), problems with digital identification (52%), and a preference for dealing with administrative matters in person (52%). Meanwhile, 47 per cent of Germans would prefer a central platform for all digital public services and 46 per cent would appreciate faster processing compared to analogue procedures.

Another major problem is regional differences: the use and acceptance of digital public services varies greatly between the federal states. While some states already offer advanced digital services, others are lagging behind. This inequality makes access more difficult for citizens and contradicts the goal of equal living conditions across the country.

Another important aspect is the mobile usability of e-government services. In Germany, mobile devices are frequently used, but primarily to prepare for in-person visits to public offices (83 per cent). By contrast, mobile devices are much more frequently used for digital identification in Austria and Switzerland (80% and 77%, respectively).

Although Germany's public administration has made progress in its digital transformation in recent years, it continues to face structural and technological challenges. In order to realise the full potential of e-government, digital services must be more widely available, better publicised, easier to use and accessible nationwide. While the progress achieved so far is encouraging, the road to a fully digital administration is still a long one.

E-government in Greece

Greece has made notable strides in developing its e-Government system, especially in recent years. The core platform is called **gov.gr,** which acts as a centralised digital portal offering a wide range of public services online. Through this system, citizens and businesses can access over 1,300 services without needing to visit physical government offices. The system saw rapid digital transformation during the COVID-19 pandemic, accelerating digital inclusion and reducing bureaucracy. Greece also participates in EU-wide initiatives to ensure cross-border interoperability of digital services.

Some key features of Greece's e-Government system include:

The Central Portal for Public Service, gov.gr is the central digital gateway for accessing a wide range of public services in Greece. It integrates services across various ministries and government agencies, making them accessible through a single platform. The portal offers functionalities such as digital signatures, online declarations, access to health documents, permit applications, and more. It also supports Single Sign-On (SSO) through TAXISnet credentials, ensuring secure and seamless access for users.

TAXISnet is the official online platform for tax services and transactions. It is used for filing income tax, checking tax returns, and more. It is also used as a secure authentication system for other e-government services.

My Health offers access to electronic prescriptions, health records, and medical visits. It is also integrated with the national healthcare system and social security system (EFKA).

Digital Work Card & ERGANI System is used for labor relations, real-time monitoring of employment, and declarations by employers and has been designed to fight undeclared work and streamline employment records.

KYC & Digital ID is a digital wallet for identity cards and driving licenses. Citizens can use it for identification in both public and private sector transactions.

E-government in Poland

E-government in Poland refers to the digital transformation of public administration, making government services more accessible online. Poland is part of the European e-government framework, ensuring compatibility with EU digital services. **Gov.pl** is the official Polish government portal that provides access to various public services and information. Citizens can handle administrative matters such as obtaining identity documents, registering vehicles, and filing taxes. The portal supports digital identity verification, including login via trusted profiles and electronic banking. It offers updates on government initiatives, legal regulations, and emergency assistance programs. Dedicated sections for education, healthcare, business, and social benefits help users navigate Polish bureaucracy efficiently. **Gov.pl main features:**

Online Public Services citizens can access various services such as tax filing, business registration, and official document requests.

Digital Identity Poland offers electronic identification (eID) and trusted profiles for secure access.

Trusted Profile a secure digital identity system that allows users to authenticate themselves and sign documents electronically

E-Tax System The National Revenue Administration provides digital tax services, allowing individuals and businesses to file taxes online.

E-Health & E-Procurement digital solutions are used in healthcare and public sector procurement to streamline processes. Registration for medical appointments, access to e-prescriptions, and healthcare benefits.

Education information about schools, studies, online courses, and support for students and teachers.

Support for foreigners the ability to obtain a PESEL number, legalize residence, and access integration programs.

Legal and social assistance services related to consumer protection, crime reporting, and support for families and seniors.

This system makes it easier for citizens to handle administrative matters without visiting government offices.

Good stories of empowering L2 language courses for digital autonomy of migrants

Spain

Programa "Llengua i entorn": Empowering Immigrant Families through Catalan and Digital Literacy

In the city of Mataró, the Programa "Llengua i entorn" is an innovative initiative aimed at supporting the integration of immigrant families through Catalan language learning combined with practical, everyday digital skills. Run by the Moviment Educatiu del Maresme and in collaboration with 18 local schools, the program targets non-Catalan-speaking parents—particularly mothers—who often face challenges in understanding school communications and navigating public digital services.

Context and Need: Many immigrant parents, despite being active in their children's lives, feel disconnected due to linguistic barriers and lack of digital literacy. They often struggle to access school platforms, use mobile apps like La Meva Salut for healthcare, or complete online administrative procedures independently.

Program Structure: Classes take place during school hours and inside the schools themselves to ensure accessibility. The lessons focus not only on improving Catalan language skills but also on real-life digital competencies such as:

- Reading and replying to school emails.
- Booking online medical appointments.
- Navigating municipal and educational websites.
- Using messaging apps effectively in Catalan.

The program fosters linguistic confidence, digital autonomy, and community involvement. Participants report feeling more empowered and better equipped to support their children's education and engage with the wider society. The familiar school environment also helps build trust and consistent attendance.

This dual approach—combining language and digital inclusion—strengthens social cohesion and provides a sustainable model for other municipalities seeking to bridge the digital divide for immigrant populations.

Ajuntament de Mataró (2023).

Italy

Digital literacy for families with migrant-backgrounded families

It is a practical and inclusive initiative held in Cori aimed at strengthening the digital and language skills of migrant families in Italy. The workshop is tailored to support participants in carrying out real-life tasks that match their individual needs and goals.

In this sense, it includes:

- digital safety: online privacy, secure navigation, and protection of personal data.
- task-based learning: activities are designed around digital needs, like registering on job portals, accessing public services online etc
- integrated language support: Italian language learning is embedded in vocabulary and expressions useful for interacting with digital interfaces and institutional services.
- connection with local resources: the workshop lessons are useful as it engages migrant women to learn about local places, and accompany them to map opportunities and resources in the town where they live.

- To favour the presence of women, there are dedicated volunteers which take care of children.

Scaringi, E. (2022, November 15).

Germany

Refugee - Computerklasse

The Global Shapers Refugee Computerklasse in Munich empowers refugees aged 5-50 with essential digital literacy skills through a 6-session course. Participants learn basic computer usage, email, video conferencing, and IT security, and receive donated laptops to keep. The program operates on a volunteer

basis and aims to facilitate the refugees' academic, professional, and personal development. The next batch of courses will start on April 22nd, 2025.

Image by pch.vector on Freepik.

Greece
MiNetwork: Facilitating Access to Social Services and the Greek Labour Market

A notable initiative that integrates Greek language learning for immigrants with e-government services is the MiNetwork project, implemented by the International Organisation for Migration (IOM) in collaboration with Greece's Ministry of Migration and Asylum.

Launched in July 2022, MiNetwork aims to support the integration of third-country nationals (TCNs), including Ukrainian refugees, into Greek society. A central component of the project is the development of a digital Social Inclusion Platform (SIP). This platform is designed to provide centralised, up-to-date information on various aspects critical to integration, such as: Greek language learning resources, access to social services, labour market opportunities, geographical distribution of services and opportunities

E-Government Integration: The SIP serves as a user-friendly digital tool that consolidates essential information, facilitating easier navigation of public services for immigrants. By centralising resources, the platform reduces the time and effort required for TCNs to access the services they need, promoting more efficient and effective integration into Greek society.

Language Learning Component: Recognising the importance of language proficiency in integration, the project includes up-to-date and accurate information materials in multiple languages. These resources are designed to help immigrants understand their rights and the services available to them, thereby enhancing their ability to participate fully in society. By combining language learning with digital access to essential services, MiNetwork exemplifies a holistic approach to immigrant integration. The project's emphasis on e-government solutions ensures that immigrants are better equipped to navigate the complexities of their new environment, fostering greater autonomy and inclusion.

For more information on the MiNetwork project and its initiatives, you can visit the **IOM Greece website**. Read also here the services **Guide for Greece.**

International organisation for Migration (IOM).

Poland

A CHANCE II – New Opportunities for Adults

The *A CHANCE II* project was created to support adults in developing essential skills for everyday life and integration – especially foreigners and those with low levels of literacy, numeracy, digital skills, and social competences.

The project followed a three-stage model: first assessing each participant's skills, then providing tailored education, and finally validating what they had learned. When the war in Ukraine broke out, a significant part of the project's resources was redirected to support Ukrainian refugees.

Thanks to this initiative, many participants were able to:

- Learn Polish and improve their communication skills.
- Strengthen their ability to navigate life in Poland, from understanding public institutions to using e-government services.
- Develop everyday skills such as budgeting, using digital tools, and writing formal letters or job applications.

Each learner received personalised support based on their needs, including:

- A skills diagnosis to tailor the learning path.
- Classes in Polish language and everyday knowledge (institutions, transport, work, etc.).
- Legal advice, psychological support, and career counseling.
- A final validation phase to confirm their progress and achievements.

In addition to helping individuals, the project also created practical tools: clear models for diagnosing basic skills and designing targeted support, aligned with levels 1–4 of the Polish Qualifications Framework. These tools are now used by educators to support adult learners more effectively — ensuring that no one is left behind, regardless of their starting point.
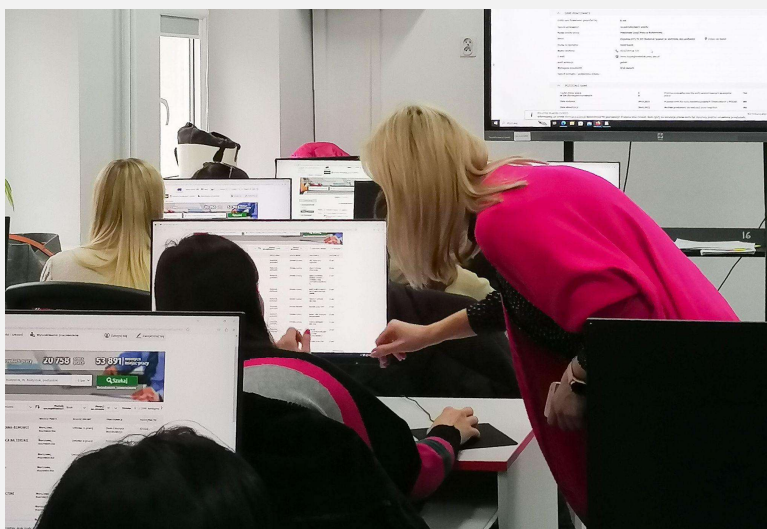
Project "A CHANCE II" - activities at BCE.

Co-creation of a novel framework for L2 and e-government learning

Europe

Across the partner countries involved in the eMATES project, a total of 88 adult migrants participated in the survey. The results indicate that 37 individuals (42%) reported being "not at all" familiar with navigating e-government services, while another 30 (34%) indicated "very little" familiarity. This means that over 75% of adult learners lack even basic awareness or capacity to engage with digital public services. Only 5 participants (6 %) feel "quite" confident in dealing with such systems, and just 3 (3 %) feel "a lot" of confidence. **These figures highlight a significant digital divide**, not only in access to technology but also in the skills and confidence needed to interact with essential platforms, such as health portals, municipal registration systems, or online employment services. The data underscores the urgent need for a more integrated approach to language education, one that incorporates practical, digitally oriented learning experiences to help migrants overcome these barriers.

These numbers point to a **significant digital divide**, not merely in access to technology, but in the **skills and confidence needed to interact with essential platforms**, such as health portals, municipal registration systems, or online employment services. Even more critical is the evidence that **almost no learners feel fully autonomous** in these scenarios, highlighting the urgency of a more integrated approach to language education that includes real-world, digitally - oriented learning experiences.

On the educator side, the survey engaged 51 L2 teachers and volunteers. Among them, 9 educators (17.65%) assessed themselves as having no ability at all to guide students through digital tools, while another 9 (17.65%) reported "very little" competence. A slightly larger group—15 educators (29.41%)—felt they had "more than a bit" of competence in this area, and 10 (19.61%) expressed being "quite" confident. Finally, 8 educators (15.69%) rated their skills as "a lot" in terms of supporting digital learning through language education. **While this indicates that a portion of educators are well-prepared, a significant number still lack the training or confidence to fully integrate digital elements into their teaching**, which is a concern given the increasing reliance on digital platforms for public services and civic participation. Furthermore, there is a **significant number still lack the training or confidence** needed to effectively integrate digital elements into L2 curricula. This gap becomes especially problematic given the increasing dependence of public life on digital interaction, from booking appointments to completing bureaucratic procedures.

The data highlights the need for stronger alignment between educator training and the real-life challenges faced by learners. Context-based, problem-solving teaching materials and methods are essential to bridge this gap and ensure that educators can effectively meet the needs of their students.

These combined results make it clear that **traditional L2 education alone is no longer sufficient**. In an age where services, rights, and even participation in civic life are managed through digital platforms, **language learning must evolve**. It must become a tool for **problem-solving in real-life contexts**, not just an exercise in vocabulary acquisition. Both learners and educators need support in navigating this shift.

The data also reinforces one of the guiding principles of the eMATES project: that **digital participation is a right, not a privilege**, and that L2 education is one of the most powerful channels through which that right

can be unlocked for migrant communities. By equipping both educators and learners with the tools to **integrate language learning with digital navigation**, the project aims to break down systemic barriers and build a pathway toward autonomy and inclusion.

To support this shift, the project suggests the development of **six key thematic areas** as complementary materials that L2 educators can use when teaching digital literacy through language:

- **Healthcare Access and Appointments** (e.g., how to book a doctor's visit online).
- **Job Search and Employment Services** (e.g., navigating national job portals).
- **Residency and Legal Documentation** (e.g., filling out residence permit forms).
- **Online Banking and Secure Payments** (e.g., understanding terms and making digital transactions).
- **Public Transport and Mobility Services** (e.g., purchasing digital tickets, checking schedules).
- **Parenting and School Communication** (e.g., using school apps or platforms for children's education).

These areas reflect the most common and essential everyday challenges where **language skills meet technology,** and where successful navigation can have a tangible impact on a person's ability to live, work, and participate fully in society.

Spain

Adults research

The data collected in Spain through questionnaires addressed to both adult migrants and adult educators provides a clear picture of the challenges faced by migrants in accessing digital public services and navigating bureaucratic systems in their host country. Many adult migrants reported difficulties in using government platforms for essential services such as healthcare, taxation, and education-related procedures. The majority were unfamiliar with tools like digital identity (Cl@ve), online health systems (such as La Meva Salut), and employment platforms. These difficulties are often compounded by limited language proficiency in Spanish or Catalan and a lack of digital skills, which significantly hinder their ability to independently carry out administrative tasks or access welfare support.

In particular, migrants indicated a need for support in managing online payments for utilities, booking transport and medical appointments, requesting economic assistance, and enrolling their children in school. Legal and housing-related issues were also cited as areas where digital access is both necessary and often inaccessible without external help. Despite owning smartphones or having access to the internet, many respondents lacked the practical knowledge required to use these tools effectively for public services. The data confirms that digital autonomy remains a critical barrier to integration.

Adult educators research

Adult educators, on the other hand, displayed varied levels of confidence and competence in supporting learners with digital navigation. While some were familiar with public platforms and included digital tasks in their lessons, others expressed uncertainty and a need for more structured resources and training. Educators reported assisting students with downloading documents, using basic services, and searching for language learning materials online. However, few regularly incorporated e-government topics such as

digital identity verification, tax declarations, or job portals into their teaching practice. Some explicitly stated that they refrained from offering such support due to their own lack of expertise.

These findings highlight the need for stronger alignment between language education and practical digital competencies. There is a clear demand for integrating task-based learning focused on real-life administrative situations into L2 classes. The Spanish context shows promising local practices—such as DomSpain's training initiatives in Reus—that combine language learning with digital inclusion. Yet, broader coordination among municipalities, language schools, and community associations is required to ensure that both learners and educators are equipped to meet the demands of a digitised public administration.

Italy

Adults research

The survey of adults in Italy reveals significant gaps in digital skills across various areas, underscoring the need for targeted interventions to support their ability to navigate essential online platforms and services. Among the respondents, 38.46% reported being "not at all" familiar with navigating e-government services, while 46.15% stated they were "very little" familiar, leaving over 84% with minimal or no knowledge in this critical area. This lack of familiarity includes tasks such as paying bills online, accessing health services, and handling bureaucratic procedures, which are increasingly moving to digital platforms. Only 15.38% of adults indicated they had "more than a bit" of knowledge, and none felt fully confident or autonomous in their abilities. This highlights a widespread issue of digital exclusion, particularly among those who rely on these services for daily life.

A deeper analysis of specific areas reveals the six most needed skills for adults in Italy. The first and most pressing is the ability to navigate e-government platforms, as this is essential for tasks like accessing tax documents, applying for benefits, or managing residency permits. The second area is digital payment systems, where many adults lack the skills to make secure online payments or manage financial transactions, leaving them dependent on traditional methods. The third critical area is accessing healthcare services online, such as booking medical appointments, downloading prescriptions, or using regional health portals, which are becoming increasingly digitalised. Fourth, adults need better skills in job search platforms and professional networking tools, as digital competence is vital for finding employment opportunities and building professional connections. Fifth, there is a notable gap in basic cybersecurity awareness, with many adults unable to recognise phishing attempts, manage secure passwords, or protect their personal data online. Finally, the sixth area of need is digital communication tools, such as email and video conferencing platforms, which are essential for staying connected in both professional and personal contexts.

These findings highlight the urgent need for comprehensive digital literacy programs tailored to adult learners in Italy. Such programs should prioritise teaching practical skills for navigating e-government services, managing online payments, accessing healthcare, and using job search tools, while also addressing cybersecurity and digital communication. By focusing on these six areas, adult learners can gain the confidence and skills needed to engage fully with the digital world and improve their quality of life.

Adult educators research

The survey of 15 adult educators from Polygonal reveals several key insights into their teaching topics and self-assessed competence levels. A significant challenge lies in guiding students on e-government platforms, with 33.33% of educators rating their skills as very low (1–2), indicating difficulties in teaching learners how to navigate systems such as SPID, municipal services, or online bureaucratic procedures. Similarly, nearly half of the educators (46.67%) feel unprepared to integrate e-government-related topics into their lessons, demonstrating a substantial gap in addressing practical digital literacy needs. Another critical area is assisting learners with bureaucratic procedures, such as applying for residence permits or managing legal documentation, where 40% of educators report very low confidence. These gaps are particularly concerning given the growing importance of digital and bureaucratic skills in daily life. In contrast, educators feel more confident in promoting the use of digital learning tools, such as apps or platforms like YouTube, with only 6.67% reporting very low skills in this area. Additionally, 80% of educators are capable of encouraging learners to participate in local events, though 20% still struggle to foster this type of community engagement. These findings highlight a clear disparity between educators' abilities to teach general digital skills and their capacity to address specific, real-world challenges such as navigating e-government systems or bureaucratic tasks, emphasizing the urgent need for targeted training programs to bridge these gaps.

Germany

Adults research

A total of ten adult participants in migrant language courses and ten adult educators took part in the survey on access to government services. The results revealed a pronounced lack of digital familiarity among the participants. When asked if they were familiar with the main names of existing online platforms in Germany, only two out of ten participants (20%) agreed, while seven out of ten (70%) disagreed or strongly disagreed, indicating that most were not acquainted with key digital portals for public services. This unfamiliarity also extends to practical tasks: just three participants (30%) reported knowing how to book a medical appointment through the online public health system, while six (60%) disagreed or strongly disagreed with this statement. Similarly, only two participants (20%) felt confident using online public services, such as requesting certificates or filling out forms, while eight (80%) lacked this ability. Similarly, paying bills online proved challenging, with only two out of ten respondents (20%) saying they knew how to do this, while eight (80%) felt incapable.

Participants frequently cited a lack of digital skills, language barriers and a fear of making mistakes as the main obstacles to accessing these services online. Consequently, the majority of adult migrants surveyed remain largely excluded from digital interactions with governmental services, instead relying on in-person assistance or informal support from friends and family.

Adult educators research

The results of the survey of 10 adult educators show a moderate level of familiarity and confidence in supporting adult migrants with digital government services, but also reveal important areas for improvement. Sixty percent of educators indicated that they are familiar with the main online platforms used for government services in their country, suggesting that the majority have a basic awareness of the

digital landscape. However, 30% disagreed with this statement, indicating that a significant minority still lacks this foundational knowledge.

When it comes to teaching practical digital skills, responses were divided. Half of the educators felt confident in their ability to teach essential tasks such as booking medical appointments online, using public service portals and paying bills digitally. Meanwhile, 30% disagreed, and 20% were neutral about their ability to teach these skills, reflecting uncertainty or a lack of experience. This suggests that, while some educators are prepared to guide learners through digital bureaucratic processes, many are not fully comfortable with these topics.

Those who expressed lower confidence often cited frequent updates and changes to digital platforms as making it difficult to stay current, as well as the complexity of explaining bureaucratic procedures in an accessible way to learners with varying levels of digital literacy. Some educators also noted that their own training had focused more on general digital skills than on the specific requirements of government services.

Overall, although adult educators are generally better placed than their learners, the survey results highlight the need for continuous professional development. It is essential that targeted training focuses not only on the technical aspects of government platforms, but also on pedagogical strategies for teaching complex digital-bureaucratic skills. This would allow educators to guide adult migrants towards digital autonomy and fuller participation in society more effectively.

Greece

Adults research

The data collected from Vardakeios adult participants for this survey reveals a significant gap in digital literacy and confidence when it comes to navigating public digital services, e-government platforms, and online administrative tasks. A large portion of the 17 respondents consistently report low familiarity or ability across most areas. For example, regarding familiarity with national online platforms, 59% selected options 1 or 2 (not at all / very little). Similarly, accessing government platforms with digital identity, downloading official forms, and paying bills online all show a high concentration of responses in the lowest levels (1 and 2), suggesting basic barriers in digital engagement. Useful services like health platform use, booking medical appointments, or checking work/benefits status are also areas where many respondents lack sufficient knowledge or experience. Educational use of platforms (e.g., YouTube or apps) shows a slightly stronger familiarity, but still not high enough to suggest digital autonomy. While there are some signs of moderate ability in social assistance information retrieval, school enrollment, and interest in cultural participation, the overall picture highlights that most respondents are not confident digital users.

Regarding the main issues that they experience on a daily basis, from a catalogue of 12 issues they gave priority to access to welfare, economic support for the kids and transport, paying bills and taxes online, and access to the right portals to get the information they need. The majority of the participants also stated

that they need support to find a job, a house, for the recognition of their qualifications or they need social facilitation.

Adult educators research

The survey of educators conducted by Vardakeios School reveals a generally positive engagement with e-government tools and platforms, although there is still room for growth in some areas. A significant proportion of the 10 respondents reported feeling at least moderately confident in their ability to guide learners through online government processes. In many questions, a combined 60–80% of respondents selected "more than a bit", "quite", or "a lot", indicating broad familiarity and willingness to incorporate digital tools in their teaching. Particularly strong results were observed in areas like:a) encouraging students to use online platforms (e.g., YouTube, language apps), where 70% or more felt confident, b) guiding students on how to apply for residence permits or health cards, with more than half of educators selecting higher confidence levels, c)familiarity with municipal platforms and online services, where responses show most educators are at least moderately informed. However, there were also areas with lower self-assessed proficiency. For example, in more technical aspects—such as teaching students to check taxes online, or helping with online payment gateways like PayPal—only a small percentage selected the highest confidence level ("a lot"), and 50% and 20% accordingly of respondents indicated low or no familiarity. These results highlight a need for targeted upskilling, especially in digital financial literacy and advanced bureaucratic navigation.

When asked about the everyday situations in which they most frequently provide support, educators selected: "Access to the right portals" (13%), "Download digital documents from platforms" (13%), and "Looking for a second language (L2) course" (13%). These reflect a consistent need among learners for help with navigating digital platforms and accessing essential services and educational opportunities. Additionally, "Joining a public school" (9%) and "Finding valuable online resources to learn new things" (9%) also ranked relatively high, emphasizing educators' involvement in supporting learners' educational and digital autonomy.

Poland

Adults research

A total of 39 people completed the survey. Overall, respondents demonstrate very low familiarity with government and public-service platforms, high confidence using general online payment gateways, and moderate engagement in online learning and cultural activities. Critical digital identity and e-government skills (logging in, downloading official forms, booking medical appointments, checking benefits/employment status) show particularly high levels of "not at all" or "very little" competence (60–85% in those two lowest categories). Conversely, 62% of respondents rate their familiarity with PayPal or similar systems as "more than a bit" or higher, and over 50% use online tools for self-learning or express interest in cultural events.

33 adult learners (84%) report no or very little familiarity with the main names of the existing online platforms. Zero respondents feel "quite" or "a lot" familiar. Identical distribution to platform awareness: 84% on the two lowest ratings. It indicates a critical gap in even basic e-government skills. 82% of respondents struggle with forms needed for residence and legal documentation downloads (33% "not at all," 49% "very little"). Only 5% feel "quite" capable; none feel fully confident.

Also, health service online platforms cause difficulties - 84% "not at all" or "very little" competent. Respondents don't know how to book a medical appointment through the online public health system (64% "not at all" and 26% "very little"). No respondents rate themselves "quite" or "a lot" able. 59% report low competence (23% "not at all," 36% "very little"), 36% feel moderately to highly capable about social and legal assistance.

Balanced distribution reflects moderate self-directed learning habits in education and learning. 26% "not at all," 23% "very little"; 33% "more than a bit," 18% "quite"/"a lot" use online platforms to learn new things. 54% answers show low competence, 46% moderate-high in finding information to enroll children in school. Nearly 1 in 5 feel very confident ("a lot"). 62% of respondents show low engagement, 28% moderate, 28% high (15% "quite," 13% "a lot") in browsing for information on the website of the municipality they live in. 85% answers "not at all" or "very little" indicate minimal awareness of digital job-search tools.

87% of respondents rate their competence as "not at all" or "very little," indicating they struggle to access or interpret their employment and benefits information online. Only 6% feel confident ("quite" or "a lot"), suggesting that almost no one has mastered these critical e-government tools. This gap can lead to missed entitlements, late claim submissions, and a general distrust of online services. Simplified dashboards, step-by-step walkthroughs, and on-demand customer support could help bridge this divide. 64% report low competence when it comes to viewing or managing their tax records and payments online, 36% feel moderately to highly capable, showing a small but notable segment is comfortable navigating tax portals. 82% of participants say they know "not at all" or "very little" about how to apply for financial aid or social services online. Result shows strong baseline comfort with consumer-facing fintech solutions. Most people recognize and trust branded payment platforms even if they don't use every feature. Despite broad knowledge of gateways, most still settle household bills offline or via paper methods. A smaller segment has fully adopted electronic payments for recurring services.

33% of respondents show low interest in local cultural activities, while 48% express moderate engagement ("more than a bit" or "quite"), and 10% report high enthusiasm ("a lot"). This distribution reveals a solid base of moderately interested individuals who could be converted into active participants with the right digital nudge.

Adult educators research

With six respondents evaluating 21 statements about their ability to guide adult learners in digital and e-government tasks, clear patterns emerge across three domains: core e-government skills, fintech and policy literacy, and digital-learning or community-building practices. The self-assessment data reveal a clear divide between teachers' confidence in facilitating language and community-oriented digital activities and their hands-on proficiency with core e-government tasks. While educators excel at promoting online learning tools and guiding students toward municipal resources and cultural events, they lack the practical

skills necessary to assist learners with residence permits, health-platform navigation, tax portals, and digital identity management.

The research results identified gaps in e-government support. Assisting with residence-permit forms and health-service platforms drew low scores: 4 of 6 teachers rated themselves "not at all" or "very little" capable. Teaching how to check taxes/payments or pay household bills online was almost entirely absent - 8 of 12 total responses in those two items fell into the bottom two categories. Guiding use of digital identity accounts and social/legal assistance portals also skewed low, with half of respondents at "very little" competence. These results highlight a pressing need for hands-on training in navigating official portals, downloading forms, and managing personal records online.

We noticed the strongest practice in digital learning & community engagement. Promoting YouTube, language apps, and other online learning tools scored highest: 6 of 6 teachers at "quite" or "a lot." Directing students to information on school enrollment and municipal contacts garnered mostly "quite" or "a lot," reflecting confidence in essential community-integration tasks. Encouraging local-event participation and organizing in-school events saw moderate engagement, with half of teachers at "more than a bit" or above. Teachers excel at leveraging digital media for language learning and at fostering integration through community referrals and local events.

The research analysis revealed implications for adult educators' professional development. We should prioritize practical workshops on navigating and troubleshooting public service portals: residence permits, health cards, and benefit systems. Create step-by-step guides and testing environments where teachers can practice downloading forms, tasks related to tax portals, and paying bills.

Empowering educators with robust e-government competencies will, in turn, equip adult learners with the digital confidence and know-how to fully participate in public services and civic life.

L2 language for e-government

Results from the research

Based on the data provided and the analysis of the challenges faced by both adult migrants and educators, our research has assessed consisting gaps and requirements that should be addressed according to the answers of **88 adults and 51 adult educators**. According to the findings that have been described in the European analysis, one could depict:

- A significant digital divide, with over 74% of adult migrants lacking basic familiarity with e-government platforms and essential online services.
- A mismatch between educator preparedness and learner needs, as only 35.3% of educators feel confident in teaching digital literacy, while the majority of learners remain at the lowest levels of digital competence.
- The urgent need for integrated L2 and digital education, focusing on practical, real-life scenarios that empower learners to navigate healthcare, employment, legal systems, and financial services.
- The importance of digital identity education, as secure access to online platforms underpins all other areas of digital and social integration.

- A call for context-specific teaching materials and targeted training for educators to bridge the gap between teaching methods and the real-world challenges faced by migrants.

We could define the six most needed thematic areas for a course integrating L2 literacy and digital education can be identified as follows:

Accessing Healthcare Services

Why it's needed: Healthcare is one of the most critical areas for migrants, especially when navigating unfamiliar systems in a new country. Booking doctor appointments, accessing vaccination records, and understanding health-related information online are essential skills.

Digital literacy focus: Using health portals, booking appointments, downloading medical documents, and understanding digital health records.

L2 literacy focus: Teaching vocabulary related to health (e.g., symptoms, medical specialties, appointment types) and how to ask for help or clarification.

Navigating Job Search and Employment Platforms

Why it's needed: Employment is a key factor in integration, and many job opportunities and applications are now managed online. Migrants need to be able to search for jobs, create CVs, and apply online.

Digital literacy focus: Searching for job listings, creating profiles on job portals, submitting applications, and understanding online job interviews.

L2 literacy focus: Writing resumes, filling out job applications, understanding job descriptions, and learning workplace-related vocabulary.

Managing Residency and Legal Documentation

Why it's needed: Residency permits, visa renewals, and other legal documentation are often required for migrants to remain in a host country. These processes are increasingly managed online, and mistakes can lead to serious consequences.

Digital literacy focus: Completing online forms, uploading documents, and navigating government websites.

L2 literacy focus: Understanding legal terminology, learning how to write formal requests, and interpreting instructions on official documents.

Using Online Banking and Financial Services

Why it's needed: Managing finances is a critical skill for independence. Many migrants may not have experience with online banking or may face challenges understanding financial terminology in a new language.

Digital literacy focus: Accessing online banking platforms, making secure payments, transferring money, and understanding digital security.

L2 literacy focus: Learning financial terms, understanding transaction confirmations, and recognising fraud warnings.

Utilising Public Transport and Mobility Services

Why it's needed: Public transportation is often the primary means of mobility for migrants. Accessing schedules, purchasing tickets, and using apps for navigation are common challenges.

Digital literacy focus: Using public transport apps, purchasing digital tickets, and planning routes.

L2 literacy focus: Understanding transport-related vocabulary, reading schedules, and asking for directions.

Engaging with School and Parenting Platforms

Why it's needed: Migrants with children must often use school platforms to communicate with teachers, monitor their children's progress, and access educational resources. This is a key area for fostering integration and supporting children's education.

Digital literacy focus: Accessing school portals, reading announcements, and submitting forms online.

L2 literacy focus: Learning vocabulary related to education, understanding teacher feedback, and writing simple messages to school staff.

Why These Areas Were Selected:

Relevance to Everyday Life: These areas address the most immediate and practical challenges migrants face in their daily lives.

Alignment with Survey Data: The survey results show that migrants struggle with basic digital skills, and these areas require both digital and language literacy to navigate effectively.

Potential for Impact: Mastery of these areas can significantly improve migrants' autonomy and integration into society.

Educator Readiness: While educators may lack confidence in teaching digital skills, these thematic areas provide clear, actionable goals that can be supported with tailored training and materials.

Course Structure Suggestion: Each thematic area could be developed into a module combining:

- **Practical Digital Tasks:** Hands-on activities like filling out forms, navigating websites, or using apps.
- **Language Exercises:** Vocabulary building, reading comprehension, and writing practice related to the thematic area.
- **Real-Life Scenarios:** Role-playing activities to simulate real-world interactions (e.g., booking a doctor's appointment or asking for help at a train station).

Conclusions

Across Europe, a quiet paradox is unfolding. **Adult migrants are attending language classes, collecting certificates, and moving through officially recognised levels, yet when faced with the everyday digital gateways of contemporary civic life—booking a medical appointment, renewing a residence document, checking a child's school platform—they often cannot act independently**. The eMATES work began with that dissonance: why does "**having the language**" so often fail to unlock "**doing the task**"?

Listening first was revealing. Learners across five partner countries described a landscape of intimidating portals, dense language, and opaque procedures. **More than three quarters reported little or no operational familiarity with core online public services**; only a small fraction felt truly confident completing a standard administrative task unaided. Interviewed **educators** were also not ready in terms of e-government support measures: **fewer than four in ten felt prepared to teach these workflows inside their L2 lessons**. A pattern repeated irrespective of national context—smartphones were ubiquitous, but procedural agency was not. The barrier was not mere vocabulary; it was the choreography of language, digital micro-skills, and strategic choices under mild pressure (What does this error mean? Which document format is acceptable? Is this prompt official or phishing?).

The central shift of eMATES has been to treat language not as an object to be accumulated but as an instrument embedded in consequential action. Existing reference systems were not discarded; they were operationalised. The CEFR's action-oriented spirit—especially its newer mediation and online interaction descriptors—provided a scaffold. LASLLIAM enriched the approach for adults still consolidating basic literacy. But rather than teaching these frameworks abstractly, **the project wove them into six lifeworld domains with high stakes for integration: healthcare; job search and employment services; residence and legal documentation; secure payments and basic finance; public transport and mobility; school and parenting platforms**. Each domain was unpacked into communicative micro-functions (asking for clarification, explaining a problem step-by-step), procedural language (upload, confirm, pending, validation error), digital micro-skills (secure login, file naming, interpreting status banners), and socio-pragmatic strategies (polite persistence, privacy safeguarding, managing uncertainty without abandoning the task).

The innovation is partly technical: a simulation platform that mirrors real portal flows without legal or financial risk; modular training packs that let educators stage tasks with calibrated scaffolds; a practical manual translating pedagogical ideals into classroom sequences. But **the deeper innovation is architectural—a framework that collapses silos between linguistic integration, digital inclusion, and civic participation. It redefines success from "reached A2" to "completed the residency renewal unaided, understood system feedback, recovered gracefully from an error."**

Why does this matter for **EU policy**? Because strategic objectives in the Integration & Inclusion Action Plan, the Digital Education Action Plan, and the Digital Decade vision rely on citizens not merely accessing infrastructure but exercising rights within it. Without targeted mediation of digital public tasks, investments in e-government risk entrenching inequalities: dependence on informal intermediaries, exposure to misinformation, and gendered participation gaps. Moreover, current residence or citizenship language thresholds (A2, B1) can become blunt instruments if they certify competence that does not transfer to the procedural arena where civic autonomy is enacted.

The policy implications flow naturally. **At EU level, recognising "digital civic task competence" as a funded outcome category (e.g., within AMIF or ESF+) would legitimise integrated task-based pathways**. Member States can map flagship e-government user journeys to CEFR-aligned can-do statements, ensuring alignment between portal design, instructional materials, and assessment. A shared open standard for safe simulation templates—interoperable with evolving EU digital identity frameworks—would accelerate scaling while protecting personal data.

National and regional systems can close the capacity gap by offering stackable micro-credentials for educators (task design, mediation for low literacy, data-informed feedback). Local institutions—community centres, libraries, adult education hubs—can anchor "simulation plus debrief" labs, turning common failure points (file format errors, ambiguous status messages) into teachable moments. Data exhaust from simulations, ethically handled, becomes a feedback loop: Which steps consistently produce errors? Which wording confuses? That intelligence can improve both teaching and the portals themselves.

If this integrated model is not adopted, the risks are cumulative: persistent administrative dependence, under-utilisation of public digital infrastructure, stalled progress toward digital skill benchmarks, and widened confidence gaps for women and low-educated adults. Conversely, strategic follow-up is within reach. Over the next 12–36 months the project's approach can be amplified through (a) controlled impact evaluations measuring real-world task transfer, (b) refinement of a supplementary scale of e-government can-do descriptors from pre-A1 upward, (c) adaptive feedback layers that distinguish linguistic from procedural errors, (d) ethical data guidelines, and (e) open licensing of scenario libraries for rapid localisation (including low-literacy pictorial variants and additional migrant lingua francas).

There is also a broader European reflection: integration, in a digitised civic sphere, is no longer adequately described by linear language level attainment. Autonomy is multi-dimensional—linguistic, procedural, strategic, affective. Mediation (explaining, simplifying, relaying) becomes social infrastructure when scaled through trained peer supporters. Assessment paradigms must evolve to value "effective administrative autonomy" (completion, accuracy, confidence, time-on-task, error recovery) alongside traditional proficiency metrics. And as the EU moves toward a trusted digital identity ecosystem, inclusive onboarding pathways—tested through simulation before deployment—are not a luxury but a safeguard against deepening divides.

The storyline is ultimately hopeful. **When authentic digital civic tasks are systematically embedded in language education**—scaffolded, practiced in low-risk environments, and iteratively refined with user data—**abstract proficiency transforms into tangible rights-exercising capability**. The eMATES approach offers a blueprint: pragmatic, transferable, and aligned with Europe's commitment to an inclusive Digital Decade. The next step is political and administrative will—to recognize, resource, and mainstream this integrated model so that knowing the language and using the system finally converge for all residents.
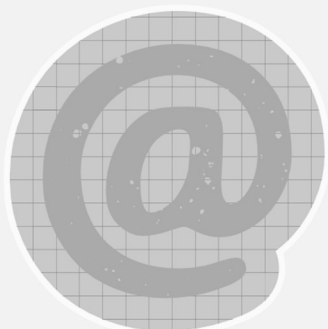
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Annexes

Level A1 Framework Annex

Level A2 Framework Annex

Level B1 Framework Annex

Main Studies/Research on L2 Language Learning Annex