

Newsletter #3

June 2026



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

The third Transnational Partner Meeting brought all project partners to Białystok, where two days of intensive collaboration highlighted the strong progress and growing impact of our work.

3rd Transnational Partner Meeting – Białystok, April 2026

28th and 29th April 2026, partners from Spain, Italy, Poland, Germany, and Greece met in Białystok, hosted by Białostockie Centrum Edukacji, for the eMATES 3rd Transnational Partner Meeting.

Partners met in Białystok for two productive days of collaboration and planning. The project is moving forward with strong momentum. Piloting activities across all countries show excellent engagement and positive feedback from learners and trainers. Work continues on integrating audio materials and useful digital resources to make learning even more accessible.



Białystok, April 2026

TRANSNATIONAL PARTNER MEETING

BIALYSTOK APRIL 2026

Driving Innovation in Language Education

Partners confirmed steady advancement in piloting activities across all countries. Learners and trainers report highly positive experiences, praising the clarity, relevance and practical value of the materials. The upcoming integration of audio files will make learning more accessible—both in the classroom and for independent study.

Vardakeios School presented technical solutions for the future e-learning platform. With a clear roadmap now in place, partners will develop interactive activities and self-evaluation tools that will shape a modern, user-friendly digital learning environment. This milestone marks a major step toward delivering an innovative European language lab



Bialystok, April 2026

Strengthening Quality and Engagement

New quality assurance tools are now available to support consistent monitoring across countries. Partners also intensified dissemination efforts: EPALE articles, website updates and short video reels will help broaden the project's visibility and reach new audiences.

Sustainability and Green Practices

BCE prepares the Green Advisor questionnaires, supporting partners in implementing environmentally responsible project management.

MANUAL ON INCLUSIVE L2 EDUCATION PILOTING ACTIVITIES

The eMATES partnership has entered an intensive piloting phase, delivering real classroom activities based on the newly developed training materials. Across partner countries, L2 educators are testing lessons with adult migrants at different proficiency levels, gathering feedback and refining the content to ensure clarity, accessibility and practical value.

During piloting sessions, learners work with thematic units that combine language learning with digital and civic competences. Educators support participants in completing everyday online tasks, accessing public services and navigating digital tools with growing confidence. Early feedback shows strong engagement and clear progress among learners.

The piloting phase is essential for validating the project's approach: partners observe how the materials function in real learning environments, adjust activity formats and identify the most effective methods for inclusive L2 education. These insights will directly shape the final version of the training package and the upcoming online learning platform.

Wisamar

Wisamar piloted the developed materials within its own integration courses. These courses cover language levels A1 to B1 and include learners with diverse backgrounds and educational experiences. Integration courses follow a predefined curriculum and are often connected to legal requirements related to residence, employment, and naturalisation. The course content covers everyday topics such as housing, work, family, nature, travel and government or public services.

The developed materials complemented these topics effectively by adding practical, real-life applications and opportunities to strengthen participants' language and digital skills. Both learners and educators responded positively to the materials, highlighting their relevance, usability, and direct connection to everyday life. Educators expressed their intention to continue using the materials as a supplementary resource in future courses.



DomSpain

DomSpain piloted the eMATES materials with CEAR and APIP-ACAM, two organisations supporting migrants, refugees and people in vulnerable situations. CEAR works with refugees, asylum seekers and migrants through reception, legal, social and employment support services across Spain. APIP-ACAM promotes social inclusion, training and support for people at risk of exclusion. The piloting was very useful and well received by both educators and participants. CEAR will implement the course more widely across its centres in Spain.



Vardakeios School

From February to May, Vardakeios School successfully piloted the eMates educational materials with 18 adult learners of migrant and non-migrant backgrounds across three language levels (A1, A2, and B1).

The pilot focused on two key modules: Accessing Healthcare Services Online and Navigating Job Search Platforms. The materials, designed for L2 adult educators, combine language learning with practical digital skills, helping learners confidently use online public services in their daily lives.



Participants were highly engaged throughout the training and reported that the activities were both relevant and useful for their everyday needs. At the end of the training, learners and educators completed evaluation questionnaires, providing valuable feedback on both the challenges they encountered and the aspects of the training they found most useful and engaging. All these feedback will help eMates educators to improve the material that is still developing.

Polygonal

Polygonal did piloting sessions in Italy, testing the new eMATES training materials with adult learners at the A1, A2 and B1 level. Educators were delivering practical, task-based activities that helped participants build essential language skills while learning to navigate digital tools and online public services. Feedback shows strong engagement and clear progress, confirming the effectiveness of the piloting approach and its relevance for migrant learners.

Bialostockie Centrum Edukacji

BCE carried out an intensive piloting phase from February to May, delivering the eMATES training materials to adult learners across A1, A2, B1 levels. The sessions focused on practical, task-based learning, and one of the important topics covered was online payments and banking, where participants practiced using digital financial tools and completing everyday online transactions. Learners showed strong engagement and clear progress, demonstrating the effectiveness of the materials in real classroom settings.



Partners

- **DomSpain (Spain)**

A training and technology provider offering adult education in languages, ICT, and employability, DomSpain coordinates eMATES and promotes digital inclusion through innovative learning.

Read more: www.domspain.eu

- **Polygonal (Italy)**

A non-profit organisation in Cori promoting education for social change through L2 courses, digital skills workshops, and e-government support for vulnerable adults.

Read more: www.polygonal.ngo

- **Wisamar Bildungsgesellschaft (Germany)**

A non-profit education centre in Leipzig focused on adult and vocational training, integration courses, and projects that foster diversity and European cooperation.

Read more: www.wisamar.eu

- **Vardakeios School of Ermoupolis (Greece)**

A historic adult education centre on Syros island offering language courses, cultural activities, and inclusive learning opportunities for locals and migrants.

Read more: www.vardakeios.gr

- **Białystok Centre for Education (Poland)**

A public institution providing adult education, vocational training, and lifelong learning programmes to enhance professional and civic skills.

Read more: www.bce.edu.pl



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www.emates.eu

Project Number:
2024-1-ES01-KA220-ADU-000246433



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

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