

# Study Circles Transnational Report

## (on the base of National Reports of Italy, Euroform RFS, Sweden, Folkuniversitet, Spain, Asociacion Caminos, France, Osengo, Austria, Compass GmbH)

### 1. INTRODUCTION

The study circle was based on a peer learning and conception experience involving at least 12 experienced persons (16 France) in the illiteracy field - teachers/trainers and coordinators of each organism as well as external stakeholders from associated partner or national illiteracy organizations. The study circle was hold online on Zoom (Italy, Sweden, Spain, Austria) and Teams (France) as participants were from different regions and to the Covid-19 current circumstances, it was not easy to gather all of them at the same place. The partnership created a research matrix to conduct a study circle to analyze the needs for skills evaluation and to define the objectives of the explanatory needs form the target group and the workshop methodology. It was aimed at sharing analysis and regards on skills which were developed and the barriers that were overcome during the WIFI project outcomes. As well it were define national, transnational issues that were faced by each partner and establish a list of suitable trainings and work placements in each country for people after the workshop.

Objectives: The primary objective was to define the skills that will be targeted. Second objective was development of the state of art in illiteracy and analysis in each country. Third objective was development of a list of trainings and workplaces suitable after workshops. Participants will consider the subject from many points of view while the discussion progresses from personal experience of the issues to other points of view in the issue, to strategies for action and change.

Each circle was included 10- 12 participants working and participating on different project levels and will include 12 hours articulated in 3/4 hours meetings of 4 hours each.

It was suggested Meeting Schedule with activities that can help achieve the intended outcomes of definition skills which are most relevant to be assessed and those who will serve the target group to progress on literacy and access through the workshops to a certified training or an employment, development of the state of art in illiteracy and needs analysis, List of trainings and workplaces suitable after the workshops.

### Organisation of the study circle

#### 2.1.1 Proposed Meeting Schedule

Meeting	Activities	Outcomes
<b>Session 1</b> 4 hours	Welcome, introduction of the study circle and its objectives and agenda Introduction of the participants  Study of “competences maps” (AEFA & RECTEC). The skills map proposed to evaluate and follow the progression of a person in their skills during learning or working experience. Discussion  Study of 8 identified areas in the European Framework of Key Competences. Discussion  Evaluation of skills of target group according to the scale	Definition skills which are most relevant to be assessed and those who will serve the target group to progress on literacy and access through the workshops to a certified training or an employment

	<p>Evaluation of importance of skills for employability and learning (<i>Definition of the skills template</i>)</p> <p>Discussion and definition of skills that will serve the target group to progress on literacy and access through the workshops to a certified training or an employment.</p> <p>Evaluation activity, feedback from the participants. Outcomes and conclusions of the session</p>	
<p><b>Session 2</b> 4 hours</p>	<p>Introduction of the session and its objectives</p> <p>Discussion on situation of illiteracy and functional illiteracy in the partner country (<i>Needs analysis template</i>)</p> <p>Research on numbers and territory (regional) differences. Research and discussion on causes of illiteracy and identification of characteristics of target groups Study of national/ regional politics aimed to increase literacy level Study organisation and entities supporting illiterate people Discussion of existing initiatives, trainings and other activities supporting illiterate people</p> <p>Development of the state of art in illiteracy and needs analysis</p> <p>Evaluation activity, feedback from the participants. Outcomes and conclusions of the session</p>	<p>Development of the state of art in illiteracy and needs analysis</p>
<p><b>Session 3</b> 4 hours</p>	<p>Introduction of the session and its objectives</p> <p>Study of local labour market and identification of the professional fields to be filled. Identification of criteria for selection of occupational sectors for target group after workshops, taking in consideration feasibility and motivation factor for increasing literacy.</p> <p>Identification of economic sectors for possible employment and trainings according to selected criteria.</p> <p>Research on trainings suitable for target group available on regional/national level and also online trainings and identification of requirements to their access.</p> <p>Research on available workplaces suitable for target group and identification of required competences.</p> <p>Development of the list of trainings and workplaces suitable after the workshops</p> <p>Final evaluation, feedback from the participants. Outcomes and conclusion of the study circle</p>	<p>List of trainings and workplaces suitable after the workshops</p>

## 2.2 ORGANISATION OF THE STUDY CIRCLE

The recruitment of the study circle participants was done using some instruments as specific reports and articles, specific websites, word of mouth, organisation of communication campaigns. The material was prepared as short presentation of the project to facilitate the recruitment in social media posts such as LinkedIn with the link to a Google registration form that was created to facilitate participants' recruitment, Facebook.

All of the meetings were prepared Zoom, Teams, Skype online since it was difficult for participants to come all at the same time and meet face to face, especially with the Covid-19 circumstances.

The sessions were conducted in three dates: 08.02.2022, 15.02.2022, 24.02.2022 (Italy), 17.02.2022, 23.02.2022, 24.02.22 (Sweden), 21.02.2022, 28.02.2022 (France), 08.03.2022, 09.03.2022, 10.03.2022 (Spain). For the purposes of the project, Compass has conducted two-step research – desk research (based on the latest available statistics and reports on illiteracy in Austria), and a field research (Study Circles) interviewing 10 educators/professionals working with illiterate persons.

Each National Report Presented the detailed list of participants.

Most of participants have taught to illiterate or functional illiterate people for several years. The rest were directly involved in projects and actions aiming at empowering this target group. All participants have years of experience in dealing with our target group, identifying the challenges they face and taking actions to empower them.

## 2.3 STUDY CIRCLE SESSIONS

Each session included: a) the topic, b) when and where it happened, c) names and details of participants, d) pre-event information, e) minutes of the study circles, f) specific outputs and results achieved

### 2.3.1 Session One

#### **Presentation of Programs and participants.**

#### **Pre-event organisation**

The organisation of Session One included the preparation of information material to support the Study Circle and constant communication with registered participants.

Before Session One, a pre-meeting packet was sent to confirmed participants. The packet contained: a) a flyer in .pdf format containing relevant information about the Study Circle on Functional Illiteracy and a general presentation of all the sessions; b) agenda of the meeting; c) participants to do form; d) relevant materials and documents that were discussed during Session One (including the RECTEC & AEFA handbook for the identification of transversal skills for employability and certifications; Council Recommendation of 22 May 2018 on key competences for lifelong learning; Definition of the skills template and survey); d) list of participants. Before the event, a .ppt presentation was prepared to facilitate the guidance of the discussion and to assure compliance with the agenda.

All relevant information and materials were sent to participants one week before the session. The link to access the virtual room through Zoom, Teams, Skype Meetings was sent a few days in advance.

## Contents of the discussion

After the registration phase, the meeting started with a welcome to all the participants and the subsequent presentation of the WIFI project, its objectives and the envisaged activities, with a focus on IO1 Study Circles. Then the facilitator moved to the presentation of the daily agenda and the specific objectives and expected results of Session One, including group guidelines. Subsequently the floor was passed to the guests and each participant introduced himself or herself, shared information about his or her own interest and experience with functional illiteracy, as well as his or her expectations about the study circles. In general, none of the participants ever took part in a study circle before, but they were all very curious about this approach and saw it as an opportunity to discuss in a transversal way some elements of critical debate that could arise when talking about competences, as well as to confront the position of institutional bodies with problems encountered in the didactics of everyday life. Undoubtedly, one of the strengths of the groups was their different, but very interconnected backgrounds and personal experiences.

In the second part of Session One, presented the “skills map” identified by AEFA & RECTEC, which was proposed to evaluate and follow the progression of a person in their skills during the learning or working experience. Subsequently, the European Framework of Key Competences was discussed. None of the participants was familiar with the AEFA & RECTEC skills map, while many of them were already acquainted with the EU Framework of key competences that they used also in their everyday practices. Some different tools and methods for the certification of competences were discussed and proposed by participants, such as:

- [the Programme for the International Assessment of Adult Competencies](#) (PIAAC) developed by OCSE, which gathers information about literacy, numeracy and problem-solving skills in technology-rich environments among the adult population (between 16 and 65 years);
- the [“Language for Work”](#) (LFW) project, which supports language learning across Europe;
- the work that has been done in this field by [CPIA Monza e Brianza](#) regarding the development of work competences for adults, which was also connected to manual activities.

In the final part of the session, participants assessed, discussed, and defined the most relevant skills that the target group will need to progress in literacy and access certified training or employment through the workshops, based on their own professional experience.

Participants were asked to fill in the “Definition of the skills that will be targeted” survey, which was created on Microsoft Forms based on the “Definition of the skills” template, aimed at identifying: 1) the level of ability of an average illiterate person in each skills area; 2) the level of importance of the identified skills for employment and 3) define the most relevant skills to be assessed (Annex1).

Before and after completion, objectives and aims of the survey were discussed, as well as aspects related to its structure. The answers given to the survey were invalidated by the following aspects: a) the difficulty in identifying the general level of competence of an illiterate adult without a specific context in mind. Such evaluation should be context-related; b) the use of the term “average illiterate”, which cancels differences among each individual; c) many of the competences identified in the survey are too general to be comprehended and evaluated, indicators and explanations are missing; d) the indicators (“level of competences low, medium or high”) are too obsolete and reveal a value judgement; e) in the second section of the survey the type of job is not specified, which makes it difficult to answer, since for different types of jobs or professional courses different kinds of skills are expected; f) a clear and shared definition of “functional illiteracy” was missing.

The meeting ended with the identification of certain skills areas which are deemed relevant when it comes to the evaluation of functionally illiterate people and with a short presentation of the contents of Session Two.

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## **IO1 First Session Output: Definition of the skills that will be targeted**

According National Reports defined skills which are most relevant to be assessed and those who will serve the target group to progress on literacy and access through the workshops to a certified training or an employment: participants were asked to fill in the survey "Definition of skills to be studied", which was created in Microsoft Forms from the template "Definition of skills", aimed at identifying 1) the level of ability of an average illiterate in each skill area; 2) the level of importance of the identified skills for employment and 3) defining the most relevant skills to be assessed.

The main problem with this section was the generic use of the term "average illiterate" person, therefore the group agreed to consider skills in reference to "functionally illiterate" people, as required by the project. In addition, the assessment was complicated by the fact that some skill areas were not related to functional illiteracy, as reported by the participants. Some of these skills are not specifically referable to the area of functional illiteracy. A functionally illiterate person usually has low skills in interpreting and manipulating complex information, but this is not necessarily related to interpersonal skills or managing and learning activities that do not involve mediated information manipulation.

In addition, the were identified some useful guidelines for the administration of the final evaluation grid: a) identify a clear objective of the evaluation; b) address the evaluation grid to trainers and external observers, that will fill it based on the composition of the group and the activities conducted, but consider creating a self-assessment facilitated questionnaire for students as well to be able to compare the perception of the tutor and that of the student; c) consider administering the evaluation grid both at the beginning and at the end of the workshops/training activities.

Finally, participants to define the key competencies for employability at a later date, depending on the type of employment/training that individual wish to access.

**National Reports** states that the average, an average illiterate person has no level of competences (level 1) in the following skill areas:

1. Communication
  - a. Using written communication
2. European Framework of Key Competences
  - a. Reading and writing skills

On average, an average illiterate person has a low level of competences (level 2) in the following skill areas:

1. Organisation
  - a. Taking rules into account
  - b. Mobilising mathematical resources
2. Communication
  - a. Managing information
  - b. Using digital resources
3. Thinking and reasoning to act
  - a. Managing information
  - b. Reaction to unexpected
4. Self-development
  - a. Building one's career path
  - b. Updating one's knowledge and ways of learning
5. European Framework of Key Competences
  - a. Language skills

- b. Mathematical, science, technology, and technical skills
- c. Digital skills
- d. Entrepreneurial skills

On average, a functionally illiterate individual has an average level of competencies (level 3) in the following skill areas:

1. Organisation
  - a. Organizing one's own activities
2. Communication
  - a. Using oral communication
  - b. Using written communication
  - c. Using digital resources
3. Thinking and reasoning to act
  - a. Taking social norms into account
  - b. Reaction to unexpected
4. European Framework of Key Competences
  - a. Personal, social and learning skills
  - b. Citizenship skills
  - c. Cultural awareness

On average, a functionally illiterate individual has a good level of competencies (level 4) in the following skill areas:

1. Organization
  - a. Working in a team
2. Communication
  - a. Using oral communication

On average, the following competencies were considered at an average level (level 3) of importance for employability:

1. Organisation
  - a. Mobilising mathematical resources
2. Communication
  - a. Using written communication
  - b. Using digital resources
3. Self-development
  - a. Updating one's knowledge and ways of learning
4. European Framework of Key Competences
  - a. Reading and writing skills
  - b. Mathematical, scientific, and technological skills
  - c. Digital skills
  - d. Entrepreneurial skills
  - e. Cultural awareness

On average, the following skills were considered at a moderately high level of importance (level 4) for employability:

1. Organisation
  - a. Organising one's activity
  - b. Taking regulations into account
  - c. Working in a team
2. Communication
  - a. Taking social norms into account

3. Thinking and reasoning to act
  - a. Managing information
  - b. Reaction to unexpected
4. Self-development
  - a. Building one's career path
5. European framework of key competences
  - a. Language skills
  - b. Personal, social, and learning skills
  - c. Citizenship skills

On average, the following skills were considered at high level of relevance (level 5):

1. Communication
  - a. Using oral communication

When matching the previous two tables, what emerges is that all competencies are equally relevant to both employment and literacy progress of “functionally illiterate” people. While we were trying to identify the **skills target group that need to be improved the most**, participants agreed on some main skills that the target group does not have or have it at a low level.

One to highlight is the “Managing Information skill”. As well on the EU Framework of Key competences most highlighted skills were **“Reading and writing skills, digital skills, personal social learning, communication, thinking and reasoning, managing information skills.”**

For **communication** for instance, participants agreed on the fact that it is fine for the target group to communicate in their daily life, as the social life is regulated. However, when it comes to writing, their communication skills are very limited. For **communication**, it is important as it is the basis in order to understand and accomplish the required tasks (e.g. writing a CV or an email, reading the instruction or the required tasks).

Regarding **digitalization**, everybody has smart cell phones, however, this does not mean that they have a high level of digital skills. This group of people found it hard to manage their regular administrative matters or to fill in forms for public authorities (for example, paying their taxes or bills or managing their bank account). This is problematic in the context of Sweden, Spain, France, Italy or Austria as everything is digitalized.

In terms of their **thinking and reasoning** skills, participants mentioned that the problem while dealing with illiterate people is that there should always be someone who verifies that those people got/understood the required information or not. One of the participants even mentioned that “sometimes when you try to transfer a certain piece of information to them, they are like children”. This is especially the case for illiterate immigrants who are usually not able to follow simple instruction. So, their reaction to unexpected events or things is hard.

However, for **career paths and personal social learning**, it is not one of the most challenging things, there are a lot of systems helping people with their career paths. What the target group may need in this regard is to know the kind of training they need and the place where it is provided. This means that they simply need guidance in this matter.

The most important issue highlighted in this part was the **linguistic problem**. This target group – whether immigrants or Swedes, Italians, French, Spanish, Austrian – has a linguistic problem (measured according to their mother tongue) in terms of reading and writing. This is the most problematic area as it causes a serious **communication** problem hampering them to integrate the labor market.

**From the employer's side**, the most important skills for any employers are communication, then, thinking and reasoning skills. Then, come the importance of digital skills.

It has been particularly emphasised during the discussions as well, that reading and writing, in order to understand basic instructions and fill out forms, as well as digital skills are essential for everyone to manage professionally.

According to the data, the skill that professionals think is most important in relation to employability is **working in a team**, and organising one's activity the least.

Below we break down the most important skills in relation to employability into the 5 blocks that appear in the survey based on the responses collected:

- 1) Organization → working in a team.
- 2) Communication → using written communication.
- 3) Thinking and reasoning to act → managing information.
- 4) Self-development → building one's career path.
- 5) European Framework of Key Competences → reading and writing skills.

The presented results are aligned with what was discussed and mentioned by participants during the Study Circle (Annex2).



## 2.3.2 Session Two

**Objectives: Development of the state of art in illiteracy and need analysis. Expected output: Needs analysis template completed**

### **Pre-event organization**

The organization of Session Two included the preparation of information material to support the Study Circle, as well as the consultation and study of all relevant material concerning the state of the art of functional illiteracy on a national level.

Before Session Two, a pre-meeting packet was sent to confirmed participants. The packet contained: a) agenda of the meeting; b) participants to do form; c) relevant materials and documents that needed to be discussed during Session Two (including the “state of the art and needs analysis template”); d) list of participants. Before the event, a .ppt presentation was prepared to facilitate the guidance of the discussion and to assure compliance with the agenda. In addition, two a shared document was created on Google Drive in order to facilitate brainstorming of ideas.

All relevant information and materials were sent to participants a few days before the session, together with the link to access the virtual room through Zoom, Teams and Skype Meetings.

### **Contents of the discussion**

After the registration phase, the meeting started with a welcome to all the participants and the subsequent presentation of results achieved during Session One. After that, the facilitator presented the daily agenda and specific objectives and expected results of Session Two, which was meant at discussing and developing the state of the art of illiteracy on a national level as well as present a needs analysis on territorial and regional level, according to the experiences and positioning of each participant on the field. However, the discussion focused mainly on the identification of tools and methodologies useful to address functional illiteracy, as well as on the main problems in identifying the target group and on the main misunderstandings that can arise when discussing this phenomenon.

First, participants agreed on using the following common definition of “functional illiteracy”: *“A person is functionally literate/illiterate who can/cannot engage in all those activities in which literacy is required for effective functioning of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community's development.”* (Definition originally approved in 1978 at UNESCO’s General Conference, and still in use today”. This definition focuses on three dimensions: a) reading; b) literacy; c) numeracy, that are also indicators used in the survey PIAAC-OCSE (“Programme for the International Assessment of Adult Competencies”) carried out by ISFOL at a national level, now INAPP (National Institute for the Analysis of Public Policies). This survey is the main tool for the collection of data on a national level.

Second, participants agreed that functional illiteracy is an existing problem that needs more attention, especially at the level of CPIAs (that merely offer literacy courses), but the main problem with functional illiteracy is that it is often silent, which means it is very difficult to identify and address directly people who are “functionally illiterate”, as well as to identify common characteristics among them. Therefore, participants suggested it is better not to address them directly, but to find strategies to identify functionally illiterate people among other groups through a screening survey (such as unemployed people registered at unemployment centres and/or students at CPIA centers). The identification of participants to future workshops is the most important, as well as the most difficult dimension to address and needs further discussion and reflection. The most logical solution would be to find indicators on the basis of the workshops that will be developed and differentiated for each specific competence, according to the type of activity (i.e. specific for people who need to develop their skills in reading and writing; for skills in numeracy,etc.).

Third, in general there is not a strong correlation between functional illiteracy and unemployment, which is a strong assumption of the project, that needs to be revisited or better supported by data.

The meeting ended with a general reflection on the purposes and objectives of Session Two and a brief presentation of the contents of Session Three.

### **IO1 Session Two Output: State of the art and needs analysis**

#### ***National Reports present situations of illiteracy and functional illiteracy in the partner country (global picture) – numbers and territorial (regional) differences.***

The Consequences of Illiteracy presented in **National Report of Italy**: The World Declaration on Education for All (Jomtien, 1990) states that education begins at birth and continues throughout life. Consequently, the social effects of illiteracy are present throughout the entire life cycle. During early childhood, the effects of illiteracy can be seen within the family unit and the primary socialization process. Later, during adulthood, illiteracy affects an individual's social position, income and cultural capital.

**Illiteracy and the Life:** Adult illiteracy increases present and future socioeconomic vulnerability, and is a significant factor in the reproduction of such vulnerability through children, passing from generation to generation. Its effect is present throughout life. While the needs and requirements of education may vary over the course of a lifetime, they never disappear. This should be borne in mind when studying possible prevention and mitigation initiatives for a given population. The following section details the main consequences of illiteracy during the various stages of life, both for illiterates and for their children. **Adult Illiteracy during the Pre-school Years** Recent research in the fields of psychology, nutrition and neuroscience suggest that the first five years of life are critical to the development of intelligence, personality and social behaviour. It is during this period that millions of cells are born, grow and become interconnected. When this process of growth, development and interconnection does not take place adequately, child development is negatively affected (UNESCO, 2004). Poor education during early childhood compromises the synaptic process, the development of higher brain functions and the learning of language, communication codes and social and emotional development, among other factors. If children lack informed and stimulated families, communities, health services and education, among other environmental factors during this phase of their development, they not only miss crucial development opportunities, but also risk permanent developmental damage.

**Adult Illiteracy during School Years:** The school years are essential, providing a minimum of social integration and making possible the acquisition of values, habits and knowledge which provide a sense of belonging to society. When parents have low expectations and participate little in the schooling of their children, the latter are more likely to perform poorly, have low grades, repeat school years and even drop out of formal education. Moreover, economic necessity drives poor youths to leave school in larger numbers, since they must help support their families, and are forced to accept second-rate, low-quality jobs. Hence, their income is low, not only due to the type of work they perform, but also because they lack formal employment contracts. Parental commitment and involvement are therefore essential during a person's school years. If young people fail to appreciate the intellectual and economic value of education, they will be more inclined to leave the educational system. Parents must play a key role. They must use their own experience and educational capital to help their children understand the importance of education, and they must ensure that their children place education before work, since illiteracy increases risk rather than reducing it.

It should be noted that the link between access to education and social origin suggests that the opportunities for well-being available to today's youth have, to a large extent, already been determined by the inequalities suffered by the previous generation. **Illiteracy during Adulthood** Illiterate adults face serious employability issues, given their low level of knowledge and expertise. This is attributable to a lack of formal schooling, caused either by an early departure from school to enter the labour market or the loss over time of the ability to read and write. In addition, illiterate persons have little awareness of their rights and duties, and may thus be inclined to accept precarious, low-quality employment contracts. This increases the likelihood of remaining in poverty. Completion of 12 years of schooling (i.e., finishing secondary education) provides an 80% chance of earning an income high enough to escape poverty.

**Female Illiteracy during Child-bearing Years** data show that maternity is strongly correlated with the main activity performed by women in the household. Young mothers are far less likely to complete their schooling. While this appears to confirm the notion that child-rearing is highly incompatible with formal schooling, reproduction should not be interpreted as a cause of school dropout. Dropout may actually

precede reproduction, and is probably one of its causes. Many young women who discontinue their schooling on account of motherhood ultimately leave the educational system altogether, with a deficient education which leads to precarious or inactive employment status. As for the link between maternity and economic activity during the various stages of life, the probability of labour-market insertion for mothers is generally low. Mothers of two or more children find their chances of labour-market participation abruptly reduced, and their domestic role becomes predominant. An additional benefit of literacy programmes – and one which is especially significant for women – is the autonomy to participate, individually or collectively, in a variety of activities at home, at the workplace and in the community, among other venues. This autonomy may be understood both from a constructivist standpoint, as a learning experience, and a socioeconomic perspective. Recent studies have produced empirical evidence which suggests that literacy teaching significantly increases autonomy when it is performed in a favourable environment. Moreover, autonomy, understood as the acquisition of life skills, is itself a key motivator to participate in literacy programmes.

Social Consequences of Illiteracy Illiterate persons face greater obstacles in terms of social insertion, not only on a personal level (social inclusion difficulties, precarious work, high rates of disease, etc.), but also within the family (child nutrition, hygiene, health and schooling, among others) and at a societal level (lower productivity, high health care costs).

### **Presentation of Sweden definition of functional illiteracy.**

The Survey of Adult Skills (PIAAC) provides a picture of adults' proficiency in three key information-processing skills:

- literacy – the ability to understand and respond appropriately to written texts;
- numeracy – the ability to use numerical and mathematical concepts and;
- problems solving in technology-rich environments – the capacity to access, interpret and analyse information found, transformed and communicated in digital environments.

Functional illiteracy definition – based on UNESCO – refers to the capacity of a person to engage in all the daily and professional activities in which literacy is required for effective function of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community's development.

Hence, below is a list of people who have difficulties to use literacy in their daily life/ target group:

- People with social/functional problems (e.g. dyslexia),
- migrants who come without any educational background (Illiterate migrants are mostly women from country side),
- socially disadvantaged strata who went to school but did not acquire enough knowledge,
- psychological dysfunction.

It is also worth mentioning that, in general, education is strictly mandatory until grade 9. However, some students might finish the 9<sup>th</sup> grade without acquiring the necessary skills.

This leaves us with two main categories of functionally illiterate adults in Sweden: immigrants – who can also be fully illiterate – and, functionally illiterate natives.

Based on the previous provided information and definition, participants identified the main characteristics of functionally illiterate adults in Sweden.

First of all, participants agreed to the fact that there are no significant differences between the percentage of functionally illiterate adults among regions. This is due to two facts: first, when immigrants arrive to Sweden, they are equally distributed all over Sweden in the sense that Swedish municipalities have equal shares of immigrants. The second reason behind the lack of considerable statistical variety among regions is that people with disabilities (large part of our functionally illiterate natives) are also represented regionally without big differences from each region to the other and municipalities provide almost the same measures of support to this population all over Sweden.

Participants have mentioned that for **functionally illiterate natives**, they are usually those from families with low educational background, especially if they are also people with special needs (e.g. ADHD, dyslexia,...etc.). Those two obstacles are good reasons for illiteracy among natives. This leads to the long term unemployment. This is mainly due to their lack of communication skills as well as the low thinking and reasoning skills. This, in addition to their families' weak educational background, makes it hard for them to utilize their literacy skills in their daily or professional life.

For the **second main category**, there are immigrants who are totally illiterate, in the sense that they do not even have the basic literacy skills even in their mother tongue. Participants have illustrated that although those illiterate immigrants can neither read nor write, but they have good business management skills. This might be strange but it made sense when participants explained that those immigrants were entrepreneurs in their home countries. Hence, when those people arrive to Sweden, they know how to create and manage their own business. They work in the service sector (restaurants,shops,...etc.).

During the session, one of the participants also mentioned information regarding immigrants' geographical mobility saying that they usually try to move to bigger cities because they have higher chances to find a job (especially a one that is not requiring the knowledge of the Swedish language). Also, this mobility is due to the fact that they prefer to live **closer to their communities** since they support each other a lot. For instance, there are many pre-schools for children with common backgrounds like those who speak Arabic. Some of them are public and some are private schools.

A key point was raised by almost all the participants and was discussed for a long time during the session. **Most of illiterate immigrants are women.**

This is due to the fact that in some of their countries of origin they give more attention to males' education. They usually come from less developed countries and have several ages.

Participants have mentioned that those illiterate females were housewives in their home countries which make it hard for them to have the discipline and imagine themselves committed to a work. So, they usually lack the communication, reasoning and thinking skills necessary for any work environment.

For instance, **strängnäs** is an industrial city in Sweden where it is possible for people to find job opportunities even those with weak educational background. However, there are many immigrant women with low educational background who do not have a job. The reason behind this was clarified by one of the participants; they do not keep the discipline. It is not hard for those women to become entrepreneur in such a city, however, they do not understand the organization of work.

One of the participants also mentioned that it is common to find illiterate immigrant women giving birth a lot as a way to escape work. Their only way to avoid working and get paid (maternity leave), is by getting pregnant.

Being illiterate is hampering them also from managing the simplest matters of their lives, specially that they are living in Sweden which is a digitalized society.

When participants were asked about the **reasons behind the illiteracy problems**, they mentioned that for immigrants, they usually have low access to education in their home countries. This is especially for girls, but also, boys sometimes do not have access to due to political instability or any kind of instability. In such circumstances, education is not usually the family's first priority; they rather try to fulfill their children's basic survival needs.

For women, the main reason is that they are not used to working. So, going outside home for them can be terrifying.

When participants were directly asked about functionally illiterate adults, they talked about natives with special needs.

For this category, the Swedish government and municipalities have clear measures and support them in the disability or the social dysfunction. When those adults are diagnosed late, they have low chance of enhancing their skills. Hence, it becomes hard to integrate them in the labor market.

Most of the participants agreed on the fact that for people with special needs, there is a system to manage their problems. There might be some areas of enhancement of this system, but at least it exists. So, they believe that the WIFI project should focus on immigrants, especially women. They mentioned that this is where there is a large area of enhancement.

They also mentioned additional reasons why especially illiterate immigrant women need help. They think that they are the most vulnerable since, as mentioned, they are not only with a low educational background, but they also do not have any working experience. Hence, it is very hard for them to integrate the LM and the society.

As a **consequence** of such a situation, sometimes, those women become victims as they can not be independent. So, they usually rely on the man to manage their financial matters. For example, they can not go to the bank to get the transferred money from the social welfare. This example was provided by one of the participants mentioning that those women cannot use the credit card, so, the husband can abuse them and in some cases, he then gets addicted to gambling. Then, the husband takes the money and leaves the family. Apparently, this happens a lot.

This is why participants agreed that those women need help the most with WIFI project.

For the **measures taken to face illiteracy challenges in Sweden**, one of the participants stated: "In Sweden we have "duty of school", illiterates who come to Sweden have to attend school." This means that whoever comes to Sweden must attend courses or go to school. This is also necessary since anyone should have at least an upper secondary school diploma in order to find any job.

More precisely, there are three main policy reforms in Sweden to promote literacy.

First, there is the **Second School Chance (SSC)** which was created 60 years ago. This gives people who did not have the chance to complete their education to attend afternoon schools. This is one of the major policy reforms in this regard.

Another similar reform is the **liberal adult education** where the person can enter short courses, and step by step, he/she gets the knowledge to get the upper secondary school certificate like in SSC. The main difference is that liberal adult education is faster than SSC. Also, with the liberal adult education, the person can choose the subject.

Those two initiatives were developed for Swedes. Then during the 1980s, they developed a **fast track for refugees**. This enables the person to get a certificate in his area of expertise after completion of specific courses required for him to acquire the necessary complementary skills. So, at the beginning, the persons in charge of the initiative assesses the skills of the refugee, then, they help him acquire the skills he lack, and the final step is to provide him with a certificate for his field of expertise in order him enter the labor market.

For **people with disabilities**, as mentioned before, there are a lot of measures taken for them. For instance, they facilitate their integration in the same classrooms as their peer who do not have any kind of special needs. So, participants agreed that there is a large sense of inclusion in this area.

Also, they mentioned that usually, educational institutions assess their needs and resources to submit them to the Swedish government. Then, the more they have learners with special needs, the more they get funds. So, schools in elite areas have the less fund from the Swedish government.

Regarding the **entities providing support to those target groups**, participants talked about the role municipalities play in SSC as it is their responsibilities. For the fast track, it could be the responsibility of governmental or non-governmental bodies. It also could be managed by the recruiting company which provides this kind of education while mixing theory and practice aspects.

For illiterate immigrant women, most of the organizations focusing on their issues are non-governmental organizations or associations, like the FU.

To integrate those women into the labor market, there have been several initiatives trying to teach them using new methods. For instance, there is a new project in Upssala to teach them through digital tools using pictures and other visual method. However, till now, all projects have failed to reach its goals.

In addition, another institution is playing a role in this which is the Swedish church ("Swenska Kyrkan"). As examples of educational institutions that play a role in empowering illiterate people, there are: studieförbundet, SENSUS, Hermonds and Komvux. This is also without forgetting about the role played by the public employment service in Sweden. For municipalities, each municipality has at least one program supporting illiterate people.

**France National Report** presented Causes of illiteracy and identification of characteristics of the target groups: **causes** of illiteracy that were put forward by the study circles and through national research. The discussion highlighted that mostly people suffering from illiteracy have been taught to read and write in school. They have therefore left the school system with little or no basic knowledge for social, family and functional reasons, and have not been able to use this knowledge and/or have never acquired or retained a taste for learning.

Three types of reasons are put forward by professionals to explain illiteracy: personal reasons, the failure of the school and the socio-cultural environment.

Personal difficulties that may explain the failure of school learning:

- people who have had a shortened or troubled schooling (accidents, family dramas, illnesses, migrations, delinquency,)
- those who have general learning difficulties, not only in reading and writing, but also in learning itself (psychological and cultural problems, memory problems, rigidity, intellectual limitations, etc.)
- those who have specific difficulties in learning to read and write (sensory handicap, neurotic conflict, functional illiteracy or dyslexia, mental development, poor linguistic mastery, poor vocabulary and expression, confusion of sounds, associated language disorders, etc.)

The school and its teaching methods: the latter is often in the dock. How else can we explain that adults have not kept anything from their ten years spent in school?

Forgetting, the preponderance of images, a family use of writing that is far from the use and type of writing valued by the school, a professional situation where writing exists in a stereotyped register are also responsible for illiteracy.

The experience and feedbacks of the participants in the study circle and our research allows us to identify a multiplicity of causes that often combine with each other:

- A painful school past, situations of rupture, family, professional, social difficulties, work situations where the use of writing is not necessary.
- An erosion of basic skills when they are not used, practiced, disability, dyslexia, health problems...
- Background of migration, war refugees or migrants without basic school education

Acting against illiteracy means enabling everyone to acquire or reacquire this functional base, this basic reading, writing and arithmetic skill, these basic skills necessary for simple acts of daily life, to be more autonomous in one's family, professional and civic life.

The notion of illiteracy, directly linked to societal transformations and its social, cultural, political and economic requirements, is constantly evolving in a society where demands are increasing.

**Consequences** that were highlighted are:

- The development of a feeling of low self-esteem
- Difficulties to communicate, to express oneself, to exchange
- Difficulties in using goods and services, in accessing health care, housing, etc.
- Difficulties in accessing information, in building new knowledge
- Difficulties in accessing employment, in coping with changes in the company
- Difficulties in participating in social and cultural life

Trainers pointed out that people with functional illiteracy were less motivated, fed up during the training sessions. Often, they have a bad self-image with a high feeling of fear/failure and prefer not to try the proposed activities. This target group is also known to create compensatory strategies making it more difficult to firstly diagnose the illiteracy. In addition, illiterates often have several other “attached” problems such as personal mobility, dependence, disabilities, psychological problems, etc...

Trainers also expressed concerns over the length and type of learning proposed to such a low skilled public.

*National/ regional politics aimed to increase the literacy level*

In France there is a national agency for fight against illiteracy called: The “Agence Nationale de Lutte contre l'Illettrisme” (ANLCI) was created in 2000 as a public interest group with the aim of federating and optimizing the resources of the State, local authorities, companies and civil society in the fight against illiteracy. In this context, the ANLCI mobilizes and works with and for those who act at the institutional level and in the field to prevent and combat illiteracy. Its role is to define priorities for action and to accelerate their implementation: measuring illiteracy, developing and disseminating a common frame of reference, and promoting and coordinating projects. This effort to clarify and organize is accompanied by an approach that promotes and disseminates good practices, in order to accelerate the transfer of experience and to facilitate the development of the skills of the players. Since the fight against illiteracy is a shared responsibility (French Labour Code, art. L6111-2), the ANLCI relies on the implementation of regional plans to make the partnerships between the State, local authorities, civil society and companies that contribute to preventing and curbing illiteracy more visible.

ANLCI is a national organism but present in all French regions with clear regional mission

In order to implement the priorities decided by the general assembly of the interministerial GIP that constitutes it, and its actions at the local level, the ANLCI relies on regional representatives for the prevention and fight against illiteracy, appointed by the regional prefects.

In our region (AURA), the regional representative, the ANLCI's correspondent in Auvergne-Rhône-Alpes, has been positioned at the General Secretariat for Regional Affairs (SGAR) since 2009. Her mission is to ensure that the issue of illiteracy is taken into account in the region, with institutional partners and actors in the field. The role of the representative also consists of leading and coordinating initiatives, federating actors around shared projects and supporting the implementation of the ANLCI's priorities in the region, in particular the numerous framework agreements and national conventions that the ANLCI has signed.

This representative draws up the regional plan for the prevention and fight against illiteracy and ensures that its implementation is monitored. In the Auvergne-Rhône-Alpes region, this plan was built, like the previous one, by meeting with numerous actors and partners, especially in the region.

For the practical implementation of actions throughout the region, the regional mission relies on the Illiteracy Resource Centers (CRI), of which there are 8 in the Auvergne-Rhône-Alpes region.

Those national actions are governed by a state stakeholder committee, composed of the deconcentrated services of the State, the Regional Council, the DIRPJJ, the services linked to the National Service and Via Compétences. Their missions are as follows: - To provide information and documentation on language proficiency and illiteracy; - To raise awareness and professionalize the actors in the territories; - To provide advice and support to accompany projects and institutional actors; - To monitor and develop expertise in relation to regional (regional mission officer) and national (ANLCI) policies.

#### *Organisations and entities supporting illiterate people*

Main organization supporting illiterate people is ANLCI. ([www.anlci.gouv.fr](http://www.anlci.gouv.fr))

The Agence Nationale de Lutte contre l'illettrisme (ANLCI) was created in 2000 as a public interest group with the aim of federating and optimizing the resources of the State, local authorities, companies and civil society in the fight against illiteracy. Within this framework, the ANLCI mobilizes and works with and for those who act at the institutional level and in the field to prevent and combat illiteracy. Its role is to define priorities for action and to accelerate their implementation: measuring illiteracy, developing and disseminating a common reference framework, stimulating and coordinating projects.

This effort to clarify and organize is accompanied by an effort to promote and disseminate good practices in order to accelerate the transfer of experience and facilitate the development of skills among the players.

The ANLCI relies on the implementation of regional plans to make the partnerships between the State, local authorities, civil society and companies that contribute to preventing and reducing illiteracy more visible. In order to promote its action at the local level, the ANLCI relies on regional task forces for the prevention and fight against illiteracy appointed by the regional prefects.

In VET trainings and adult trainings many organizations work on illiteracy, not native speakers' inclusion and skills assessment. At Osengo we also have those trainings and possibilities.

The trainers in the study circle highlighted as well the existence of a new platform developed by the state in cooperation with other organisms: Diagoriente. Initially aimed to define and assess' skills for young people this platform now is open for adult persons. It is needed to have some basic literacy skills to use the platform but it gives opportunities to the target public to define and highlight their already existing skills.



**Spain National Report** presented Causes of illiteracy and identification of characteristics of the target groups:

Participants' experiences of illiteracy were very diverse: employment service professionals categorically stated that they did not know any illiterate people in Spain, apart from people affected by the digital divide who were unable to do any paperwork online. However, those coming from the social field were very used to dealing with this profile, be it with migrants or even with young Spaniards who dropped out of school very early. There seems to be a gap between those who take the step to go to the public employment services and those who do not. It so happens that illiterate people sometimes spend their whole lives camouflaging the fact that they are illiterate, they find it difficult to recognise it and this causes them not to turn to official organisations that can help them to solve this problem. Despite this, the following conclusions were drawn.

In Spain, most of the illiterate population is older and therefore no longer of working age, but the older generation who did not have the opportunity to go to school.

Among the working-age population, there is mostly functional illiteracy, i.e., there are people who can read and write, but at a basic level, and who have problems in, for example, understanding a contract, filling in a job or bank application, understanding instructions or carrying out any kind of administrative procedure. The profile is varied, with the majority being migrants arriving in the country unable to speak, read or write Spanish. The school dropout rate also plays an important role: although the early school dropout rate in Spain has decreased by 13 points since 2011, it was still 13.3 % at the end of 2021.

There is another form of illiteracy, digital illiteracy, which particularly affects people over 55 years old, uneducated and inactive, according to the National Institute of Statistics.

Functional illiteracy and dropping out of school are more frequent in families with fewer resources, where young people leave school earlier to start working, as well as in migrant families, as we have already mentioned, and in populations such as the Roma, where it is not only a socio-economic issue but also a cultural one, especially in the case of women. Another group that has been highlighted by the participants in the Study Circles is the prison population.

#### *National/regional politics aimed to increase the literacy level*

Education and training professionals highlighted as negative the fact that Spain has had so many education laws in 40 years of democracy. There have been 8: LGE, LOECE, LODI, LOGSE, LOPEG, LOCE, LOE, LOMCE and the current one, LOMLOE, approved in 2021.

The participants consider that the lack of a stable education law has had a negative impact on the quality of education in the country.

The lack of a stable education law has prevented extremely important curricular agreements, such as the learning of key competences.

In addition, as Spain is a decentralised country, competences in education are also distributed. The State is responsible, among other things, for the general organisation of the education system; the general planning of education; and the establishment of minimum teaching standards. The Autonomous Communities, on the other hand, are responsible for the legislative development of State regulations and of the non-basic elements or aspects of the education system; the executive-administrative powers to manage the education system in their own territory; and the specification

of the curriculum for their territorial area of competence on the basis of the minimum teaching standards set for the whole of Spain.

During the financial crisis of 2008, when many young people who had left school prematurely to work in construction became unemployed and became part of the so-called *ninis* (young people who neither study, nor work, nor train), in the 2011/2012 academic year, the Autonomous Communities launched the Second Chance Grants, with the aim, as the name suggests, of giving a second chance to students between 18 and 24 years of age who dropped out of school, thus enabling them to complete their education and improve the conditions for finding a job.

On the other hand, Continuing Education for adults is structured in several actions to cover the different needs of the students, according to their previous training or knowledge and the objectives they want to achieve:

- Basic Training Educational Plan: aimed at people with reading, writing or comprehension and expression difficulties who wish to acquire the necessary training to access Compulsory Secondary Education (ESO) for adults and thus obtain the corresponding qualification.
- Non-Formal Education Educational Plans in which no diploma is obtained:
  - Preparation for the exam to obtain the ESO Graduate Diploma for people over 18 years of age.
  - Preparation for the Bachillerato Diploma exam for those over 20 years of age.
  - Study support tutoring to follow the blended learning modality in Secondary Education for Adults.
  - Promotion of active citizenship: offers training on a wide range of aspects, such as those related to the basic use of a foreign language or information and communication technologies, as well as the promotion of entrepreneurial culture or interculturality. It is offered in the centres and sectors of continuing education (CEPER and SEPER).
- Secondary Education for Adults (ESPA) and Bachillerato (BTOPA): adapted to the interests and needs of the adult population.

On the other hand, the LOMLOE recovers the curricular diversification programmes in ESO in order to adapt to students with difficulties and to enable them to obtain the diploma. Student groups are reduced, the curriculum is modified and a more individualised education is offered.

#### *Organisations and entities supporting illiterate people*

Neither the participants nor the results of the research have yielded any results in this respect. No organisations in Spain dedicated exclusively to supporting illiterate people have been found. Only one Moroccan association was found, which ceased its activity a few years ago.

Apart from public administrations or adult education centres, we can speak of initiatives developed by social organisations which launch aid and training programmes specifically designed and aimed at groups at risk of social exclusion, but not exclusively at illiterate people.

#### *Existing initiatives, trainings and other activities supporting illiterate people*

Beyond the Basic Training Educational Plans and other educational programmes aimed at the adult population that have already been mentioned, we can highlight in this section the education of prisoners in Spain, which ranges from primary and secondary education - compulsory in the country up to the age of 16 - to university education, as well as vocational training and other types of education.

In order for the prison population to have access to education there are two possibilities: the first is that education is offered in the prison itself, either in the library or in classrooms provided for this purpose; the second is to allow prisoners to leave through a programmed release, or once they are in an open regime.

**Austrian National Report** was focused on **main reasons for illiteracy, causes and what is currently** being done to tackle the issue. The main target groups of illiterate/or functionally illiterate persons are mainly persons with migrant and refugee background (sometimes due to low or no educational attainment, or due to the peculiarities and alphabets of their mother languages). Elderly people in Austria have also been argued to be functionally illiterate as some decades ago educational attainment was not mandatory and not so strictly observed, hence school drop-out was a common phenomenon, especially in rural areas. Thus, resulting in people not continuing their education, also not being interested in reading or writing together, thus leading to them being functionally illiterate at an older age. In addition, some of the teachers mentioned, that cognitive challenges are also common cause for illiteracy among Austrian youth. Some, that dyslexia is very common, and often teachers are not prepared to deal with dyslexic students, so they decide on each individual case how to proceed, without having overall encompassing strategy.

**Entities providing support to illiterate/functionally illiterate persons**, as well as what are the educational and employment opportunities for them. Currently, for further adult education the main training provided to adults is the Basic Education courses which are funded by the government, but implemented by different civil society organisations and educational entities. On a very local scale, there are also some small initiatives organised by local associations or NGOs, which aim to support migrants and refugees who do not speak German, and cannot read or write in German. However, these are sporadic and not constant, depending on the resources available for the NGOs, as often these are done on voluntary basis. Most of the teachers who are currently teaching German as a foreign languages, identified that there is a stark need for basic education course currently, but these seem not to be the focus of governmental funding, not the interest for implementation by local NGOs. They have argued that in 2015-2017 a lot of entities provided basic education trainings, as in this time a high number of refugees arrived in Austria from Afghanistan and Syria, however after 2017 the provision of such course has been drastically reduced, while there is still a big demand for such type of education. Some of the main entities providing Basic Education courses are Volkshochschule (<https://www.vhs.at/de>), BFI (<https://www.bfi.tirol>), and WIFI (<https://www.wifiwien.at>).

In addition, the Public Employment Service (AMS) is also supporting people who are looking for a job. The AMS also provides or supports people in finding further training opportunities if such are needed, depending on each persons needs and skills.

In terms of further **educational and employment opportunities** basic literacy and numeracy skills are a must for each individual to be functioning in the society and to find employment or further training. Even for an apprenticeship basic literacy skills are required, even if it is only to understand the Safety and Security measures in place. In terms of safety regulations at the work place, it is also important to bear in mind the cultural background of the persons, as they have noticed that safety measures are perceived and followed through differently by people from different cultural backgrounds. In addition, basic understanding of simple instructions, and reading some regulations are also essential. Furthermore, filling out forms and wiring CVs are also essential skills for finding employment.

Throughout the session, it has also been discussed what **are the best ways to support or to initiate** the education process of illiterate/functionally illiterate persons, most of the participants mentioned that a lot of visual and acoustic materials help a lot, especially if people cannot really understand the alphabet. In addition, having a lot of mock situations or situational games, where people can be active and engaged is also essential for the learning process.

### 2.3.3 Session Three

#### Topic of the session: List of trainings and workplaces suitable after workshop

##### Pre-event organisation

The organisation of Session Three included the preparation of information material to support the final Study Circle, as well as the consultation and study of all relevant material concerning local labor market and identification of professional fields

Before Session Three, a pre-meeting packet was sent to confirmed participants. The packet contained: a) agenda of the meeting; c) participants to do form; d) relevant materials and documents that needed to be discussed during Session Three (including list of trainings and workshops); d) list of participants. Before the event, a .ppt presentation was prepared to facilitate the guidance of the discussion and to assure compliance with the agenda.

All relevant information and materials were sent to participants a few days before the session, together with the link to access the virtual room through Zoom, Teams, Skype Meetings.

##### Contents of the discussion

After the registration phase, the meetings started with a welcome to all participants and the subsequent presentation of results achieved during Session Two. After the facilitator presented the daily agenda and specific objectives and expected results of Session Three with review and discussion of local labor market and development of the list of trainings and workplaces suitable after the workshops. Discussion focused on identification of criteria for selection of occupational sectors for target group after workshops, taking into consideration feasibility and motivation factor for increasing literacy.

First, participants agreed the **Italian** labour market is undergoing a moderate recovery that could be aided by policy interventions aimed at increasing efficiency and competitiveness. A major issue that should be of paramount importance to policymakers is the strikingly poor performance of Italy's southern regions. This well-known long-term stagnancy pattern, exacerbated by ineffective institutions and policies, places a heavy burden on Italy's recovery. Innovative structural policies aimed at creating a more competitive business environment in south and making private investments more profitable are required.

Another major problem is the stunningly poor labour market performance of young Italians, whose participation has declined markedly since the turn of the century, owing to increased difficulty finding a job. Such poor performance stands in contrast to the relatively good performance of older individuals, suggesting one again that the Italian economy is not investing enough in its younger citizens.

Italy's Training Funds have the potential to equip adults with the skills needed to thrive in the labour market and society. Funds are associations run by social partners that finance worker's training, using resources collected through a training levy paid by employers.

Second, recommendations to ensure that the Training Funds are used more effectively:

Increase training participation among illiteracy workers by, for example, fostering a learning culture, training entrepreneurs, putting in place target initiatives to ensure that training reaches disadvantaged groups.

Align training to the skills needed in the labour market by, for example, strengthening the involvement of social partners in training or workplaces decisions, making better use of skills assessment and anticipation exercises.

Ensure that Training Funds receive adequate and sustainable funding, by minimising governments' withdrawals for purposes other than training.

Effect on Employment of Illiteracy people: Employability- the consequences of illiteracy may be expected to include effects on the employability of the illiterate population – that is, their entry or non-entry into the labour market. The unemployment rate and the proportion of employed persons were used as employability indicators. The entire working-age population (WAP) between the ages of 15 and 64 was considered. Proportion of employed persons: The population that describes itself as employed, as opposed to the overall WAP, which combines the economically active population (EAP) and the inactive population (retirees, students, female homeowners, among others). Unemployment rate: The ratio between the population aged 15 to 64 that during the reference period do not have a job but are currently available for it or seeking a job for the first time and the overall economically active population (employed, unemployed and first-time job seekers).

Quality of employment: Once they have entered the labour market, the limitations illiterates face in terms of reading, writing and numeracy increase the probability that their jobs will be of inferior quality. No attempt is made here to define the term "quality of employment". For purposes of this study, the indicators usually employed as proxies to analyse quality of employment were used. These indicators are: employment contract and social security.

Employment contract: The employed population may or may not have access to employment contracts. Given the nature of the surveys used, the answers respondents gave when asked whether they had signed a contract were used to compare surveys, as it was not possible to determine whether these were indefinite, verbal or written contracts.

Pension system: Health and pension benefits are associated with the job status of employed persons. They are forms of insurance which provide some data on the use of employment contracts among the population. Workers with contracts may be expected to answer in the affirmative when asked whether they contribute to the pension system. Participation in the pension system is defined differently in each of the three cases studied.

Type of activity:

The type of activity an individual performs probably depends on his or her skills and capabilities, which mean that the jobs held by illiterates will probably differ from those of the literate population.

Occupational category: The division of the population into different categories, based on type of work. The general categories used are employer, employed, own-account and domestic service workers.

EMPLOYMENT FORMALITY INDICATORS: Employment characteristics

- Employers in establishments with over five workers,
- Public wage workers,
- Private professional or technical wage workers in establishments with less than six workers,

- Private non-professional or technical wage workers in establishments with more than five workers,
- Professional and technical own-account workers,
- Employers with less than six workers,
- Domestic service,
- Professional and technical wage workers with less than five workers,
- Non-professional or technical own-account workers.

Participants researched on available workplaces suitable for target group and identification of required competences. Discussed and development of the list of trainings and workplaces suitable with identification of criteria for selection of occupational sectors for target group after workshops, taking into consideration feasibility and motivation factors for increasing literacy, identification of economic sectors for possible employment and trainings according to selected criteria, research on trainings suitable for target group available on regional/national level and also online trainings and identification of requirements to their access.

This part of the study circle in **Sweden** was the simplest and the most straight forward. Participants knew exactly what is required from them in a short time. So, each one has presented and discussed, from his point of view, the list of training and work places that are the most convenient for our target group. The two lists are presented in two tables by the end of this section.

The **participants' choice of sectors (where our target group can find job opportunities after the workshops)** was based on the fact that those are the sectors that are more open to our target group. So, they have higher chances to find a suitable job in those sectors. For instance, two sectors have been mentioned a lot which are the hospitality, construction (the lack of labour force in this sector is estimated to be around 10,000 vacancy) and cleaning sectors.

A couple of participants also mentioned that for women, it is suitable for them to work as a baby sitter or as a teacher or teacher assistant in pre-schools. Those jobs do not require perfect level of literacy.

So, basically, participants agreed on the fact that it is the **service sector** where there will most likely be job opportunities for our target group. Another reason behind this is also the need of the sector. For example, the Swedish construction sector is always in need for labor.

Some of the participants also mentioned that to have any kind of job in Sweden, the Swedish language is always a must.

While discussing the **trainings available for the target group** in order to facilitate their integration into the Swedish labour market, it seemed like there are many options for the service sector.

One of the most known trainings in Sweden is the mentorship program. Participants mentioned that our target group get enrolled in this program a lot. This program is provided by municipalities and the public employment service.

For the trainings provided by municipalities, each municipality has its own specializations. So, it is hard to have repetition of specializations among municipalities. To access those trainings, one of the participants has mentioned that all the trainee has to do is to search online for the specialization that he is looking for and to look for the closest municipality to him where they provide courses for this specialization. Those courses are free, especially for illiterates and newly arrived migrants. They just need to be registered in the public employment service. So,

the only requirement is that the trainee has to take Swedish language course.

In addition, many of VET schools are owned by municipalities. This highlights the strong interconnection between our target group and the municipality since VET is the most convenient sector for them.

On **the employment side**, many employers in the identified sectors are from the private sector. However, although the employment in the public sector may be limited, private companies employ relatively large number of our target group while getting the necessary funds from the governmental authorities.

An example of the most commonly mentioned job opportunities, participants have shown that it is quite common for individuals with low literacy skills to work as personal assistant or assistant nurse for old people. In addition, most of functionally illiterate people work in manual production. Also, if the individual has registered in the public employment sector, the municipality gets them summer jobs the time they are waiting for a permanent one. Those summer jobs could for instance be in municipal parks.

The study of the local **France** labour market and identification of the professional fields to be filled was difficult to implement and all participants highlighted that most of the required at least serious basic writing and reading skills.

Our researches and the study circle highlighted the following professional fields and labour market needs in 2022:

#### Health and human services

As a sector in tension and in need of manpower, ambulance drivers, nurses and care assistants, childminders, maintenance agents, AVS, home help, maternal assistants, young children's educators, ATSEMs, nursery assistants, etc. are being massively recruited.

#### The industry

Demand is strong for welders, quality control, production agents, maintenance technicians, industry, etc.

#### Construction and public works

The construction sector is particularly short of qualified and experienced profiles. Strongly impacted by the sanitary crisis and the successive confinements, the building sector is coming back to life and the activity is regaining its dynamics. The profiles sought are as diverse as they are complementary: electrician, bricklayer, painter, plumber, geographer-topometer, BIM manager or even works manager.

#### The hotel and restaurant industry

The lifting of health restrictions last year was accompanied by a revival in consumption by the French. This has led to a strong recovery in the sector and high recruitment needs. However, since the crisis, the sector has been facing a serious labour shortage. Job offers are multiplying but candidates are not numerous.

#### Transportation and logistics

Transportation and logistics are among the most attractive sectors at the beginning of 2022. The outlook for 2022 is positive, with many companies intending to hire throughout France. Order pickers, warehousemen, truck drivers and forklift operators are all highly sought-after professions.

Banking, insurance and finance, IT and digital technology.

The criteria for selection of an actual working field after the workshops are greatly linked to the developed and needed skills but also to the availability of job offers.

The targeted sectors should mostly rely on non-written works with a low level of reading needs mostly focusing on transversal skills and interpersonal skills that illiterate persons can adopt and manage quicker and more easily. Then once in working condition one may learn writing skills in concrete applications and in familiar surroundings.

As highlighted in the expected skills for work inclusion in the survey questionnaire, participants defined those mainly organisational skills were important rather than writing. So, the biggest factor to assess for work inclusion are transversal skills allowing a person to integrate the labour market, even if writing skills are necessary the main focus should be on transversal skills using as well writing skills but those needing only to be at a low level.

Those main skills are:

- Organising one's activity
- Health and human services, for its link to people and a general greater need for transversal skills.
- The industry, as often no writing and reading skills are needed, however a professional level or certification is often needed.
- Construction and public works, as employed non-professional worker
- The hotel and restaurant industry, in specific tasks linked to human contact or non-administrative issues.
- Transportation and logistics, without the need for driving licence.
- Gardening, as no reading and writing skills are required
  
- Agriculture, as there is a big labor shortage.

In all those fields the targeted fields would be in form of works not needing to read or write, or implemented by working in pairs. Some of the trainers also highlighted that illiterate people could easily follow an established procedure with formulars for instance that they know the content and could fill them in without knowing the actual content.

All professional trainings targeting the above-mentioned professions are suitable for the target group.

To upgrade basic competences most of the training centres at regional and local level propose CLÉA trainings; The CléA certification

Appreciated in a professional context, the foundation is the subject of a CléA certification, listed in the specific directory, whose reference system specifies the knowledge and skills targeted, the conditions for evaluating the acquired skills, and allows for the specificities of the sector to be taken into account (see the reference system).

An additional digital CléA certificate has been created on "the use of standard digital information and communication techniques".

The common base of knowledge and professional skills is made up of all the knowledge and skills that it is useful to master in order to access professional training and to promote professional integration, as well as for social, civic and cultural life.



Research on available workplaces suitable for the target groups and identification of required competences (databases of agencies for work and employment centres may be used)

The required competences to enter a training process are:

- communication in French
- the use of basic rules of calculation and mathematical reasoning
- the use of common information and digital communication techniques
- the ability to work in a team
- the ability to work independently
- the ability to learn to learn throughout life
- mastery of gestures and postures, respect for basic health, safety and environmental rules.

In addition to those basic skills professional competences are needed to be developed. Workspaces suitable for the target group are located in the following sectors:

- Health and human services
- The industry
- Construction and public works
- The hotel and restaurant industry
- Transportation and logistics
- Gardening
- Agriculture

The **Spanish** labour market is characterised by high levels of unemployment and a high rate of temporary employment.

To contextualise, it is important first to throw out some data:

- In Spain, unemployment stands at 14.1 % (12.7 % men, 15.6 % women).

- In Andalusia, unemployment stands at 21.6 %.

- In Málaga, unemployment stands at 19.08 %.

- Around 62 % of people aged 15 to 64 in Spain have a paid job, below the OECD employment average of 68 %.

It is a reality that the tourism sector is the most important engine of the Spanish economy, and that during the COVID-19 crisis it has been badly affected. However, in recent times there has been an important commitment to the renewable energy sector, given the climatic characteristics of the country, and which is also closely related to the infrastructure sector, such as wind farms and photovoltaic parks.

According to the State Labour Market Report 2021 and as far as economic sectors are concerned, around 3/4 of the workers are employed in the service sector, while approximately 14 % work in industry, 7 % in construction and the rest in agriculture (4 %).

The data for the economic sectors in Andalusia are as follows: the service sector employs 74.1 % of the workers, industry 9.7 %, agriculture 9.5 % and construction 6.7 %.

In Malaga 79.34 % are employed in the service sector, 8.5 % in construction, 6.33 % in agriculture and 5.52 % in industry.

According to the same report we have already mentioned, most of the contracts that were made in Andalusia in the last year were in the agricultural sector, followed by the service sector, and at a great distance the construction and industry sectors.

Taking into account the data, the sectors of activity in which the workers in our target group are concentrated are commerce, hotels and catering, construction, transport and storage, and manufacturing industry. More specifically, the main jobs that can be filled by people with a low level of education are the following: telemarketers, waiters, salespersons, nursing or geriatric assistants

(home care), cooks, agricultural, greenhouse, nursery and garden workers, bricklayers, drivers, forklift drivers, painters, cleaners, cashiers and stockers.

In addition to the above occupational fields, the employability experts added the following: mechanics, warehouse workers, butchers, fishmongers and bakers.

Experts agree that identifying selection criteria is an almost impossible task, because the skills required vary according to the training you intend to pursue and the job you are trying to get. For example, to be a waiter you may be required to have some knowledge of English in the more touristy areas, but to be a warehouse porter this requirement makes little sense, and you may be required to be physically fit to be able to carry significant amounts of weight.

All agree that it is important to encourage the target group to obtain the ESO diploma, which is a requirement for the vast majority of jobs, even if they are aimed at unskilled personnel. There are several options for this:

- Basic Training Educational Plan aimed at adults with reading, writing or comprehension and expression difficulties, which is only taught in classroom mode.
- Compulsory Secondary Education for Adults (ESPA), which can be done face-to-face, blended or online.

Something practically essential in almost all sectors are known how to express oneself in Spanish, especially when it comes to speaking, and not so much when it comes to writing and reading in the case of jobs that require little qualification. A good option for this is the Spanish language courses offered by CEPER and SEPER, which are only offered in classroom mode but the weekly teaching load is low.

The combo of technical knowledge and transversal competences is very valuable, as well as versatility, commitment and adaptability. Some of the participants also added digital skills, albeit in their most basic form and in low-skilled jobs. They mentioned concrete real-life examples, such as waiters who have to use a tablet to send the order and are not able to handle it.

A quite frequent requirement for a job is to have 1 year of experience. Through certificates of professionalism, professional qualifications can be accredited throughout the country in 2 ways:

- By obtaining a certificate through formal training.
- Through the recognition of work experience after accrediting the units of competence that make up the certificate.

In Spain there are 3 levels of certificates of professionalism: in the first one there is no requirement, in the second one the ESO diploma is required, and in the third one the Bachillerato diploma is required.

Based on data and expert opinion, the sectors of activity in which the workers in our target group are concentrated are commerce, hotels and catering, construction, transport and storage, and manufacturing industry. More specifically, the main positions that can be filled by people with a low level of education are as follows:

- Tele-operators.
- Waiters.
- Cooks.
- Salespersons.
- Nursing assistants.
- Geriatric assistants
  
- Home helpers (care workers).
- Agricultural, greenhouse, nursery and garden workers.
- Bricklayers.
- Drivers.
- Delivery workers.
- Fork-lift drivers.
- Painters.
- Cleaning staff.

- Cashiers.
- Stockers.

In addition to the above occupational fields, the employability experts added the following: mechanics, warehouse workers, butchers, fishmongers and bakers.

As far as training for employment is concerned, since competences are divided between administrations, we have, on the one hand, the state training offer and, on the other hand, the training offer of the Autonomous Communities.

In the case of Andalusia, they have the Virtual Office of Vocational Training for Employment, where you can find information on training actions in the region, aimed at both employed and unemployed people, consult the centers, as well as the specialities.

The vocational families of these training courses are as follows: administration and management, physical activities and sports, agriculture, graphic arts, arts and crafts, commerce and marketing, electricity and electronics, energy and water, and building and civil engineering.

In addition, initiatives leading to professional certificates can be found in this virtual office. Some examples of training actions are: basic operations in plant nurseries and garden centers, and hygiene and home health care.

On the other hand, there are other types of initiatives offered by organizations other than public administrations, such as La Caixa, through its Foundation, which offers the Incorpora Programme, with which it aims to promote the social and labor integration of people at risk of exclusion through training to strengthen skills, work experience in companies and analysis of job offers in line with each person's profile.

Experts agree that it is practically impossible to identify in a general way the skills needed for a job, because they vary depending on the job you are trying to get.

There is consensus on the enormous importance of having a high school diploma, knowledge of the Spanish language, versatility, commitment and the ability to adapt.

The SEPE (State Public Employment Service) has a job portal called Empléate. In addition to job offers, it includes the possibility of taking a short test to discover the options that suit your profile.

For its part, Andalusia has the SAE (Andalusian Employment Service), which has its own portal with job offers, and from where you can manage your demand for labour when you are unemployed.

The main **sectors of employment** and what are the opportunities for illiterate/functionally illiterate persons – medical care, industry, hospitality, transportation, and construction. For a progression in Austria, a person usually has to pass through a qualification training (these are either provided by the employer as apprenticeships, or by BFI, and WIFI), hence further education and training are mandatory.

Proposed tables for the list of trainings and workshops were presented in **IO1 Session Output: *List of trainings and workplaces suitable after the workshops.***

**Proposed tables for the list of trainings and workspaces:**

A. Proposed table for list of trainings:

Professional sector	Training
Agribusiness	Agribusiness worker training specific training in agricultural working  Course of Workers Rights and Responsibilities.
Hotel service	Room maids, Washing attendant training, trainings on environmentally friendly chemicals that are used.

Manufacturing and processing	Functional Italian courses to pass the Driving license exam. Computational thinking as problem solving, systems design and understanding of Human behavior. Maths Functional Skills – Adult. Course of Workers Rights and Responsibilities.
Tourism	Tour guide training course (online). Course of Workers Rights and Responsibilities
Personal services	Personal assistance, Understanding Texts & Readers make comprehension training. Digital literacy course. Course of Workers Rights and Responsibilities
Sales business	Shop assistant training Stock Assistants, Store warehouse clerk, Promoter, Cashiers, Customer assistant training. Course of Workers Rights and Responsibilities
Handicraft and Tailors services	Tailor assistant, Stylists, Dressmakers training. Wardrobe, ethics and aesthetics, style and image management, etiquette, protocol, art training. Course of Workers Rights and Responsibilities
Beauty salon service	Salon assistant, Beauticians, Hairdressers, Beauty consultants training. Course of Workers Rights and Responsibilities
Restaurants and catering	Canteen attendants; Counter / line workers; Meal distribution staff; Cooks; Cook assistant; Restaurant Manager; Room maids; Cook; Pizza chef; Packaging workers; Multi-service operators; Pizza chef; Fish shop clerk; Butcher shop assistant; Bartender; Barman trainings. Course of Workers Rights and Responsibilities
Social work and counselling Health services	Self-employment for the dissemination of the culture of entrepreneurship. Course of Workers Rights and Responsibilities Medical and Social Service Agent.

B. Proposed table for list of workspaces:

<b>Professional sector</b>	<b>Workspace</b>
Agribusiness	Agribusiness working assistant, landscape gardening
Hotel service	Rooms and cleaning service assistant

Manufacturing and processing	Manufacturing and processing worker Production, Industry
Tourism	Guide, tourist accompanist
Personal services	Personal assistant, elderly care, senior people care at home, babysitting. Family Life Assistant
Sales business	Shop assistant , Stock Assistants, Store warehouse clerk, Promoter, Cashiers, Customer assistant. Commerce, Sales, Marketing.
Handicraft and Tailors services	Tailor assistant, Stylists, Dressmaker. Wardrobe, ethics and aesthetics, style and image manager.
Beauty salon service	Salon assistant, Beauticians, Hairdressers, Beauty consultants.
Restaurants and catering	Canteen attendants; Counter / line workers; Meal distribution staff; Cooks; Cook assistant; Restaurant Manager; Room maids; Cook; Pizza chef; Packaging workers; Multi-service operators; Pizza chef; Fish shop clerk; Butcher shop assistant; Bartender; Barman.
Social work and counselling Health services	Nursing in government and private companies. Medical and Social Service Agent Cleanliness and Hygiene Agent Hospital Services Officer

## Conclusions

**Participants presented their conclusions according to the specifics of their countries and the most important skills needed for the labour market.**

After the development of the list of trainings and workplaces suitable after the workshops **Italian** participants confirmed outcomes and conclusions of the study circle: employment and education are two closely intertwined themes. Learning can thrive when cross-sector partnerships are forged. Business, governments, and educational institutions should partner closely to better connect education and work. Allowing businesses to put a spotlight on the skills of greatest interest does not impoverish education, it ensures that illiterate people will participate fairly in the labour market.

Also was important to agree on the main skills to be developed during the project's workshops in order to help our target group to find suitable job opportunities. The most commonly mentioned skills are: organising one's activity, communication, reasoning and thinking as well as digital skills.

Participants underscore the urgency to implement labour market reforms that aim to improve total factor productivity, and that support a sustainable recovery from the Covid-19 crisis, through dynamic and flexible labour markets. Another important element is ensuring that Active Labour Market policies offer vocational training, work transition support, effective income security and protection of vulnerable groups in society. The recommendations focus on what can be done to re-design the workplace to ensure more inclusive opportunities. Vocational education and training, workshops, all structured in close cooperation with the public sector, are all measures that can help achieve a drastic reduction in illiterate people that are not in employment, education or training.

Though, In Italy, the supply of workers with low qualifications is expected to be below the demand, while the supply of high qualifications is expected to be well above the demand, possibly creating situation of skills mismatch, but also for illiterate can to be a place in labour market.

For **Sweden** participants to conclude, this study circle was crucial in order to determine three main aspects that are necessary to kick-start the work of the WIFI project.

First, the facilitator along with the participants was able to identify and agree on one definition of illiteracy and functional illiteracy that is suitable for the Swedish context. This definition as well as the main categories of the target group was identified in this report. In general, the main two categories of our target group were: functionally illiterate natives and illiterate immigrants (especially women). It is also worth mentioning that participants highly recommended that the WIFI project focus more on illiterate immigrant women as there are many areas of enhancement with this target group and they are the most in need for empowerment.

Then, it was important also to agree on the main skills to be developed during the project's workshops in order to help their target group to find suitable job opportunities. The most commonly mentioned skills are: Organising one's activity, communication, reasoning and thinking as well as digital skills. One other skill that was mentioned by all participants as the most important is the linguistic skills. The low level of linguistic skill may also lead to a problem in the communication.

Finally, for the labour market opportunities, the service sector is where our target group can find great and suitable opportunities. For the training opportunities also, it was clear that in many cases, our target group will need to be included into the VET.

It has been pointed out that literacy, numeracy and digital skills are essential for people to find employment and pursue further education in **Austria**. It has been argued that people will have different needs depending on their specific level of educational attainment. However, not being able to read or write, practically rendering some people illiterate in German (even though they can read or write in their mother tongue) is also to be considered when thinking about illiteracy.

There is need for more courses and providers for illiterate/functionally illiterate persons in **Austria**; it has been identified as a gap by all participants, leaving a lot of educators having to deal with having mixed classes of people with high and low educational attainment. Hence, more training offers for people who have challenges with basic literacy and numeracy skills are much needed.

In **France** around 16% of people aged 18 to 65 living in France had difficulties in the basic areas of writing, and for 11% these difficulties were serious or severe. Among those who have attended school in France, 7% are in this situation and can therefore be considered illiterate, compared to 9% in 2004. People aged 18 to 29 perform better than older generations in reading and listening comprehension. Working people are massively represented among the illiterate (51%), while only 10% are unemployed.

The notion of illiteracy, directly linked to societal transformations and its social, cultural, political and economic requirements, is constantly evolving in a society where demands are increasing.

Causes of illiteracy are various but three types of reasons have been put forward by professionals to explain illiteracy: personal reasons, the failure of the school and the socio-cultural environment.

Consequences that were highlighted mostly result in diverse difficulties linked to Self-esteem, employment, social life, accessing information's and using them, built a developing career-path and obviously to express oneself.

To increase literacy level on national level there is one organism in France highly involved with illiteracy and this target group: The national agency for fight against illiteracy, "Agence Nationale de Lutte contre l'Illettrisme" (ANLCI) created in 2000 as a public interest group with the aim of federating and optimizing the resources of the State, local authorities, companies and civil society in the fight against illiteracy.

Various other organisms' supports illiterate peoples in France, some of them are linked to the national organization, but also VET training centres in all region of France support the uptake of illiteracy.

**Regarding existing initiatives supporting illiterate people**, there are many French for foreigners' courses that help especially non-native speakers to learn the national language therefore reducing their functional illiteracy. Many of those course's contents could be used in the illiteracy field as they work a lot with pictures and simple text. A trainer highlighted a web space "Le point du FLE".

**The main criteria to highlight working sectors or training sectors** for illiterate people were linked to their skills. The targeted sectors should mostly rely on non-written works with a low level of reading needs mostly focusing on transversal skills and interpersonal skills that illiterate persons can adopt and manage quicker and more easily. Then once in working condition one may learn writing skills in concrete applications and in familiar surroundings.

To gain those skills traditional trainings exist in France: To upgrade basic competences most of the training centres at regional and local level propose CLÉA trainings; The CLÉA certification

#### **Recommendations for the skills to be trained by the study circle group:**

1. Organisation
  - a. Organising one's activity
  - b. Taking regulations into account
  - c. Working in a team
2. Communication
  - d. Using oral communication
  - e. Taking social norms into account
3. Thinking and reasoning to act
  - f. Managing information
  - g. Reaction to unexpected
4. Self-development
  - h. Building one's career path
5. European framework of key competences
  - i. Language skills
  - j. Personal, social, and learning skills
  - k. Citizenship skills

#### **Recommendations for the workshops:**

- Use of Ludo pedagogy
- In situ training non-traditional face to face learning
- Taking example of Diagoriente platform

- Target the above-mentioned trainings or work sectors

**The study circle participants highlighted the following working fields:**

- Health and human services, for its link to people and a general greater need for transversal skills.
- The industry, as often no writing and reading skills are needed, however a professional level or certification is often needed.
- Construction and public works, as employed non-professional worker
- The hotel and restaurant industry, in specific tasks linked to human contact or non-administrative issues.
- Transportation and logistics, without the need for driving licence.
- Gardening, as no reading and writing skills are required
- Agriculture, as there is a big labour shortage.

In **Spain**, the fact that there are hardly any illiterate people in the classic sense of the word, but there is functional illiteracy, with people who know how to read and write but at a basic level, and who have problems when it comes to carrying out procedures that most people find relatively simple, which makes it difficult for them to enter the world of work. It should also be noted that the profile of the functionally illiterate can vary, being mostly migrants who arrive in the country without knowing how to speak, read or write Spanish, but also people born in Spain who dropped out of school very early. There is also digital illiteracy, which particularly affects people over 55 years of age who are uneducated and inactive.

The biggest challenges may be to really take into account the value of use vs. the value of exchange, to successfully address the fact that competences have to be transversal, and the most important challenge, already faced by employability professionals in Spain as reflected in the sessions: to get people considered functionally illiterate to recognise that they are, to analyse and admit their shortcomings (but also their possibilities for development) and to be willing to undergo training. The fact that these workshops are part of non-formal education may be an incentive for many of them, but for others it may be a burden.

It is vitally important to design workshops that truly reflect the labour market situation in the area that the skills that are acquired are really very practical, because a negative aspect of the skills that are often developed in education is that they do not correspond to the skills to be developed in the workplace. Also, according to the conclusions reached in the sessions, workshops should not be extended in time, and should be flexible. Some professionals (those in the employability sector more than those in the education sector) also think that it is positive to have the possibility of distance learning, but in the type of manual workshops that are proposed, it does not make much sense.

The skills map proposed to evaluate and follow the progression of a person in their skills during learning or working experience on 4 clusters & 12 skills with 4 levels (see attached example map). Among those 12 skills the Study Circle defined those which are most relevant to be assessed and those who will serve the target group to progress on literacy and access through the workshops (Output3) to a certified training or an employment. Then the partnership summarized the researches and defined an actual literacy skills map with the chosen clusters and skills. As well the circle produced the state of art in illiteracy and needs of the target group in each country as well as a guide to trainers how to identify a situation of illiteracy and how to handle this specific public. Relevance and innovation: For the trainers participating in the study circles, it is a question of giving meaning to the carried- out learning activities and to the associated knowledge. The trainer proposes tools and methods that encouraged the transfer of concepts, actions (in the sense of action in a situation), results and their effectiveness in new situations so that there is a



manifestation, a proof of competence. The partnership took stock up-on existing methodologies and go further as the participants of the study circle was able to complement each other and suggested new ways of doing regarding their experience and expertise in various fields.

Impact and transferability: The definition of assessed skills and activities provides an appropriate path, a useful skills map, their assessment methodologies and the tools used. This is a real pedagogical interest of instructors working in the field of illiteracy and can be used in all local and national institutions. A skills map in this area was being developed by participants and the various EU countries- Italy, Sweden, France, Spain- leading to the relevant tool. The study circle also develops theoretical and practical guidelines for illiteracy in each partner country and ensures the best impact and transferability. The output lead, already during the study circles, to raise awareness of all people in touch with the subject, among the partners & their staff but as well to the persons who participated in the study circles.

## Annex

1.

### WIFI DEFINITION OF THE SKILLS THAT WILL BE TARGET

\* Required

1. Name and Surname \*

2. Country \*

- Italy
- Sweden
- France
- Spain
- Austria

## 1 - Skill areas

Based on your professional experience, please indicate the level of ability of an average illiterate person in each area of skills using the following scale (1- no level of competences, 2- low level of competences, 3- average level of competences, 4- good level of competencies, 5- high level of competences):

### 3. Organization

\*

	1	2	3	4	5
Organizing one's activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking regulations into account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobilizing mathematical resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 4. Communication \*

	1	2	3	4	5
Using oral communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using written communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking social norms into account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using digital resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 5. Thinking and reasoning to act \*

	1	2	3	4	5
Managing information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reacting to the unexpected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 6. Self-development \*

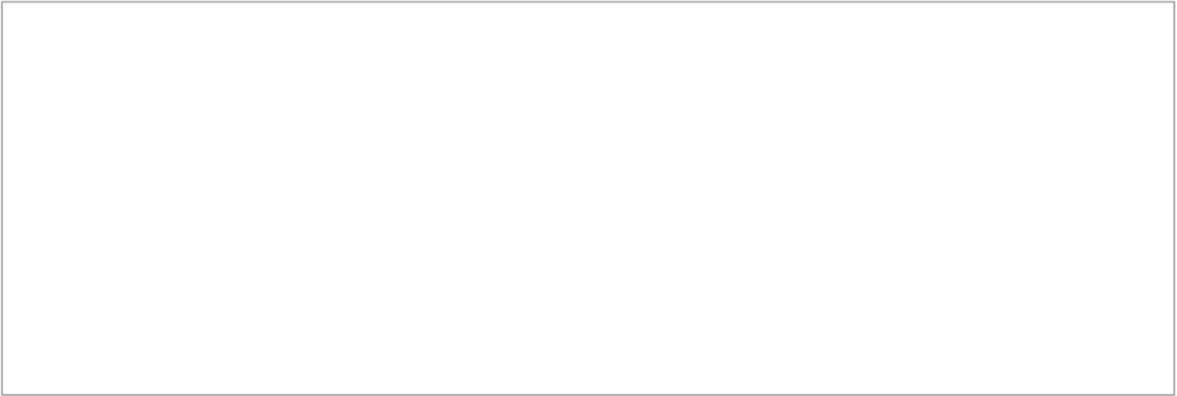
	1	2	3	4	5
Building one's career path	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Updating one's knowledge and ways of learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 7. European Framework of Key Competences: \*

	1	2	3	4	5
Reading and writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical and science, technology and technical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal, social and learning skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citizenship skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entrepreneurial skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural awareness and expressive skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**8. Other**

*Insert any other skills that you consider relevant*

A large, empty rectangular box with a thin black border, intended for the user to write any other skills they consider relevant. The box is currently blank.

Annex 2

# WIFI: Definition of the skills that will be targeted

47

Responses

08:30

Average time to complete

Active

Status

## 1. Name and Surname

47

Responses

Latest Responses

"Stefania Fanelli "

"Francisco Miguel Puerto Capitán"

"María Begoña García Álvarez"

3 respondents (6%) answered **MARÍA** for this question.



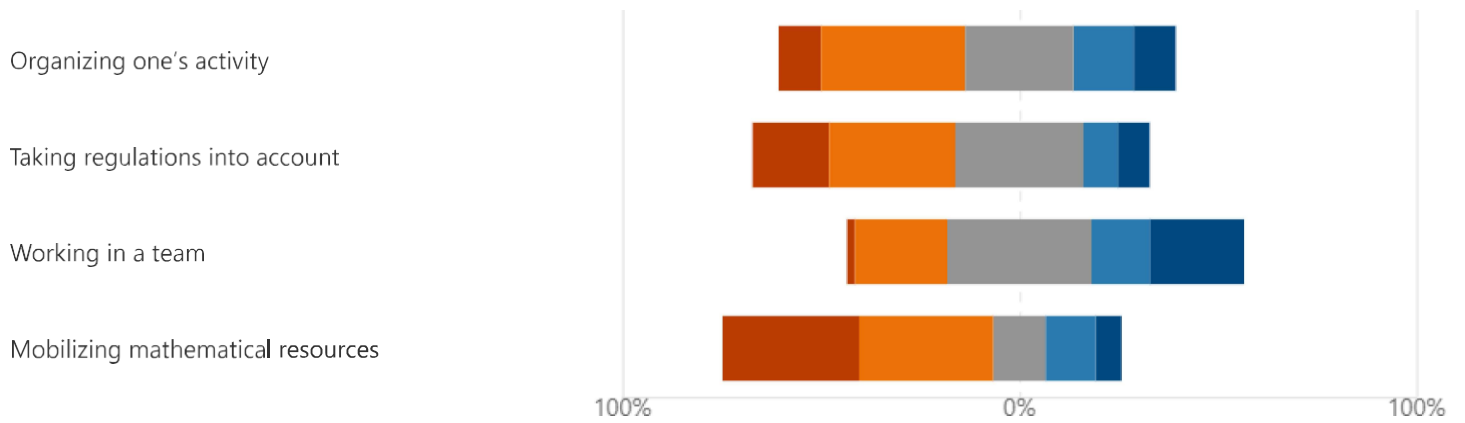
## 2. Country

<span style="color: blue;">●</span> Italy	12
<span style="color: orange;">●</span> Sweden	9
<span style="color: green;">●</span> France	14
<span style="color: red;">●</span> Spain	12
<span style="color: purple;">●</span> Austria	0



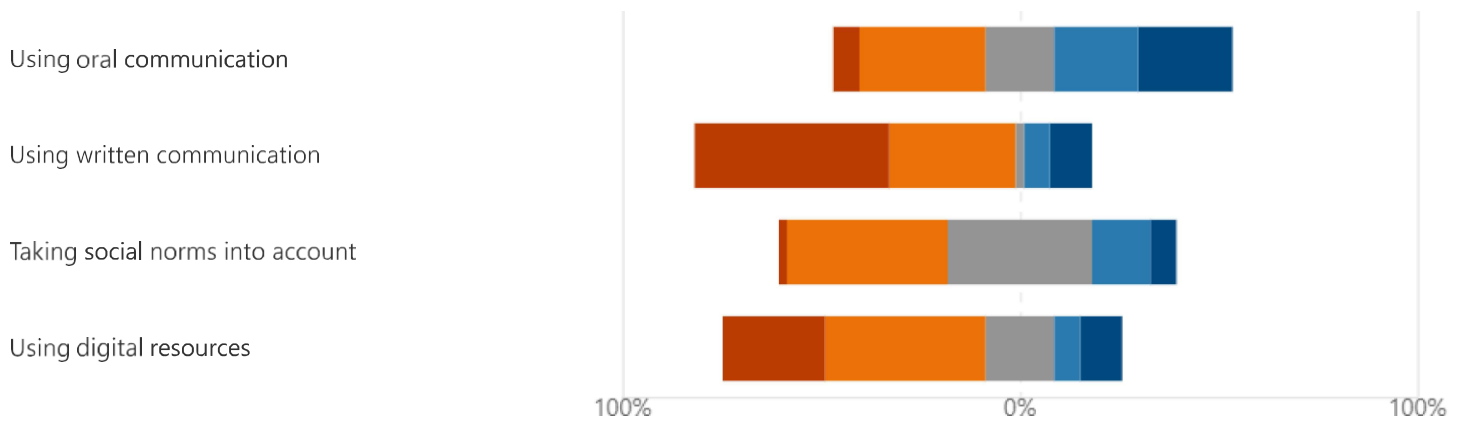
### 3. Organization

1 2 3 4 5



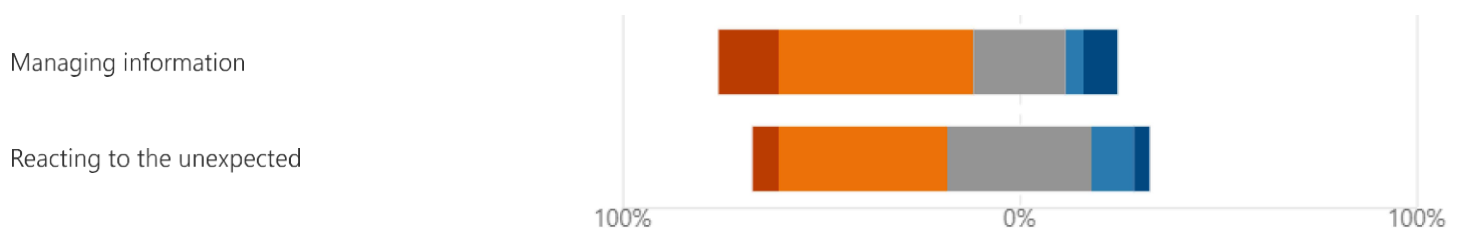
### 4. Communication

1 2 3 4 5



### 5. Thinking and reasoning to act

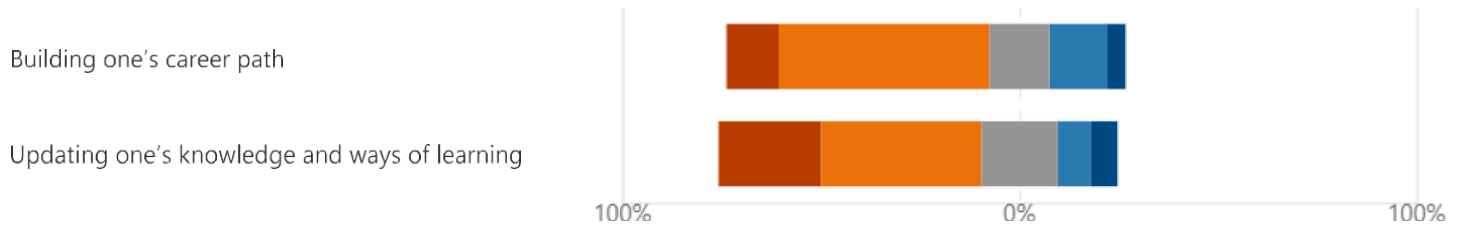
1 2 3 4 5





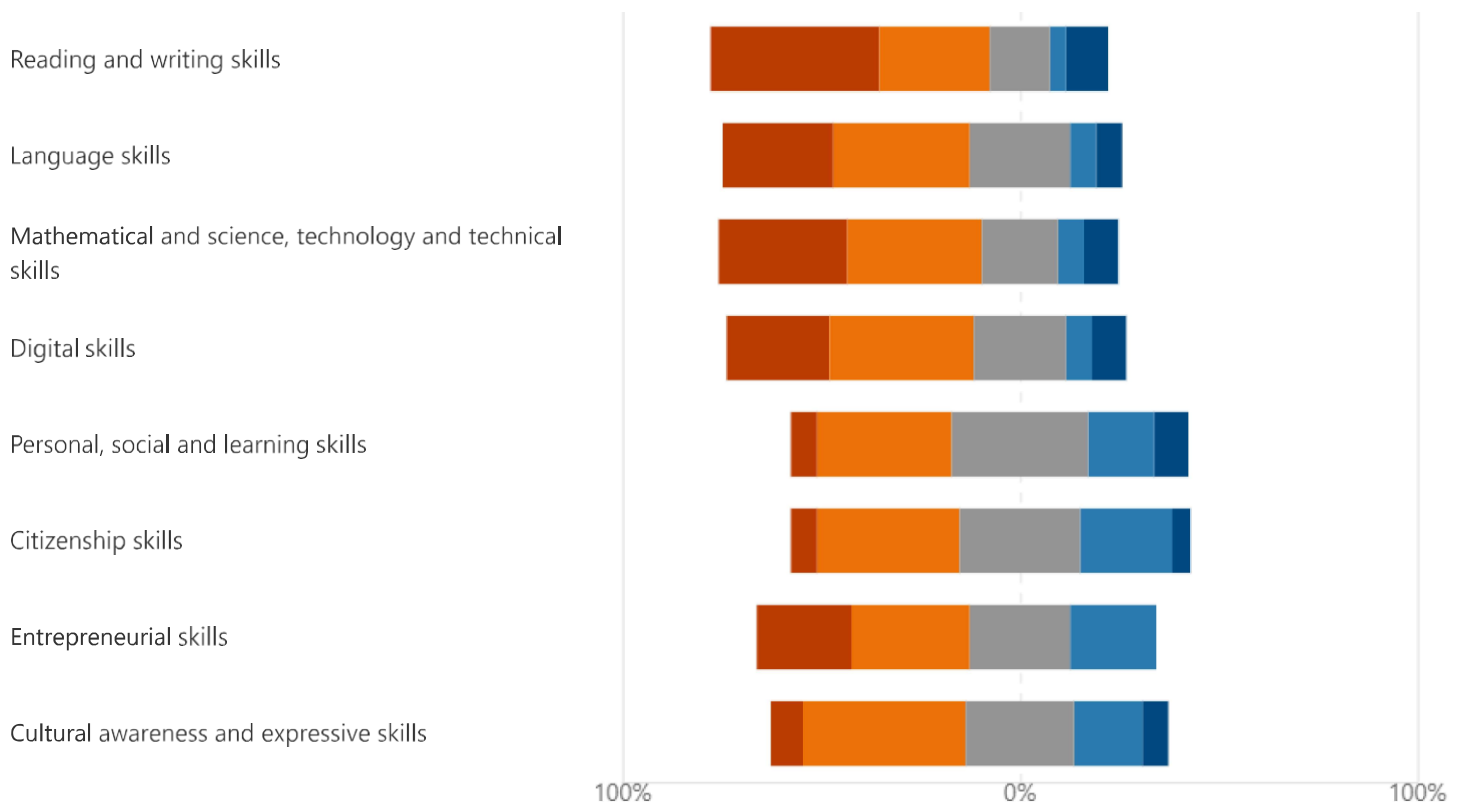
## 6. Self-development

1 2 3 4 5



## 7. European Framework of Key Competences:

1 2 3 4 5



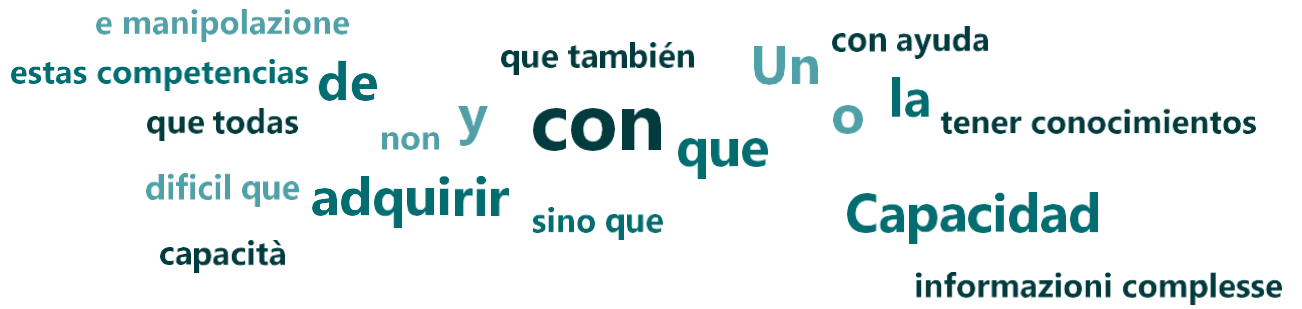
## 8. Other

6

Responses

Latest Responses

3 respondents (50%) answered **con** for this question.



## 9. Organization

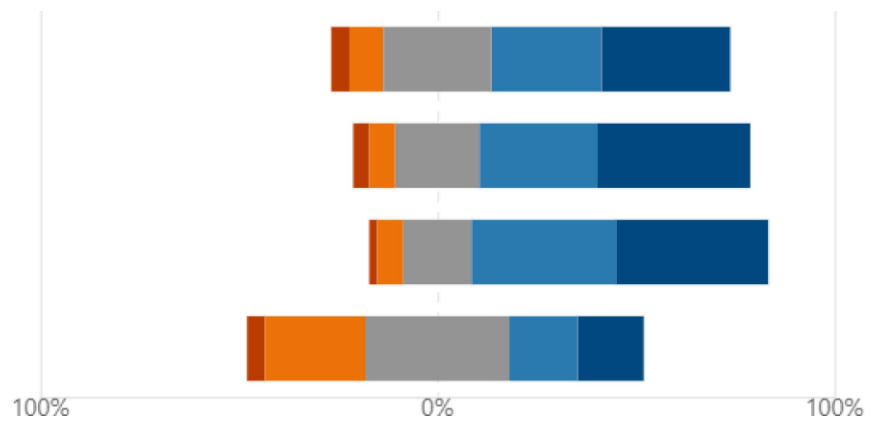
1 2 3 4 5

Organizing one's activity

Taking regulations into account

Working in a team

Mobilizing mathematical resources  
Mobilizing mathematical resources



## 10. Communication

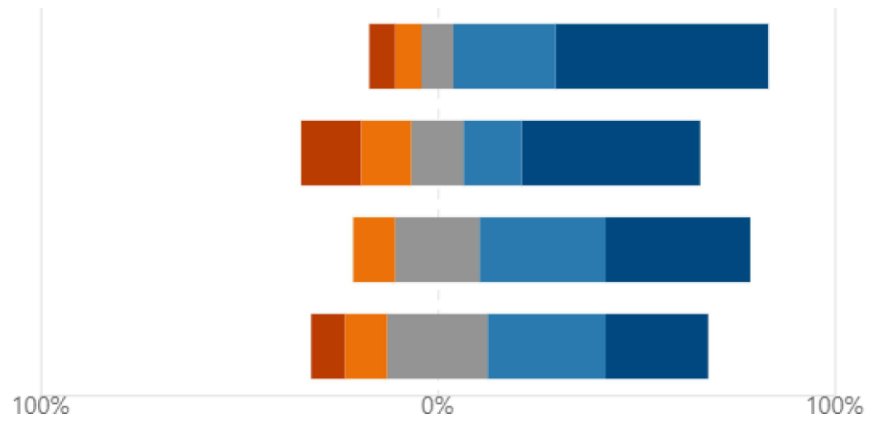
1 2 3 4 5

Using oral communication

Using written communication

Taking social norms into account

Using digital resources

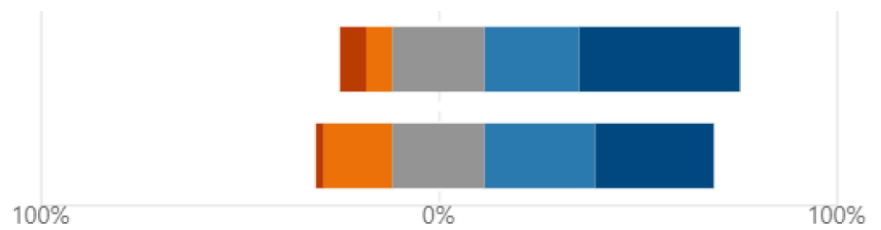


## 11. Thinking and reasoning to act

1 2 3 4 5

Managing information

Reacting to the unexpected

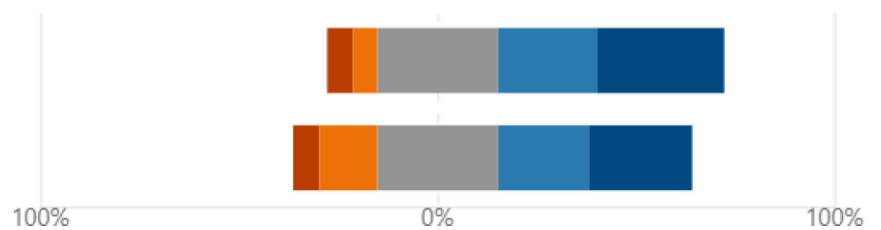


## 12. Self-development

1 2 3 4 5

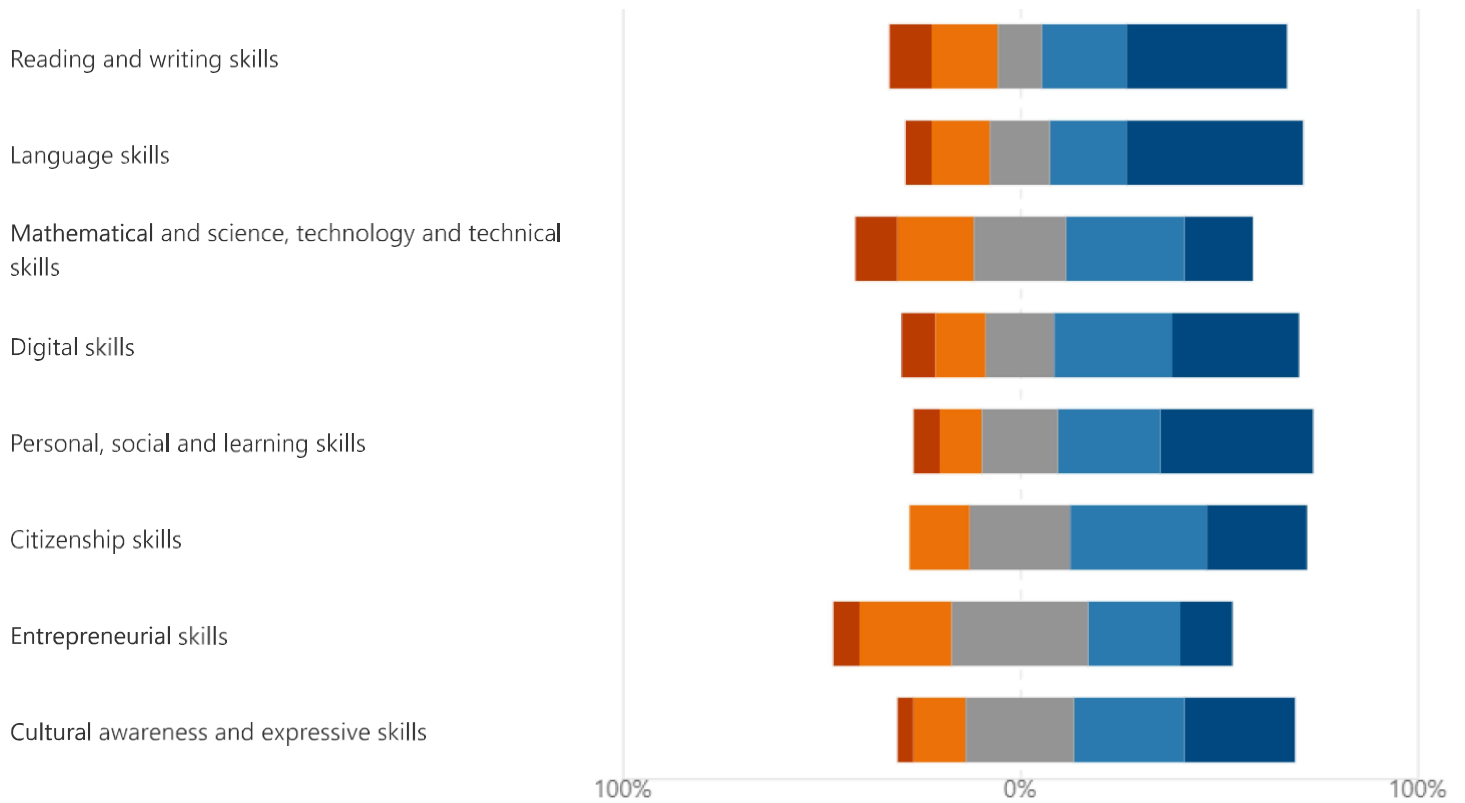
Building one's career path

Updating one's knowledge and ways of learning



### 13. European Framework of Key Competences

1 2 3 4 5



### 14. Other

4  
Responses

Latest Responses

### 15. Organization

- Organizing one's activity 30
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- Working in a team 33
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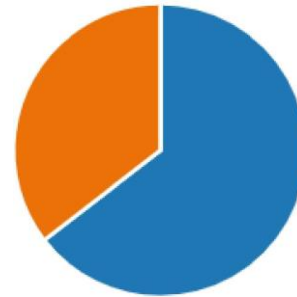
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## 17. Thinking and reasoning to act

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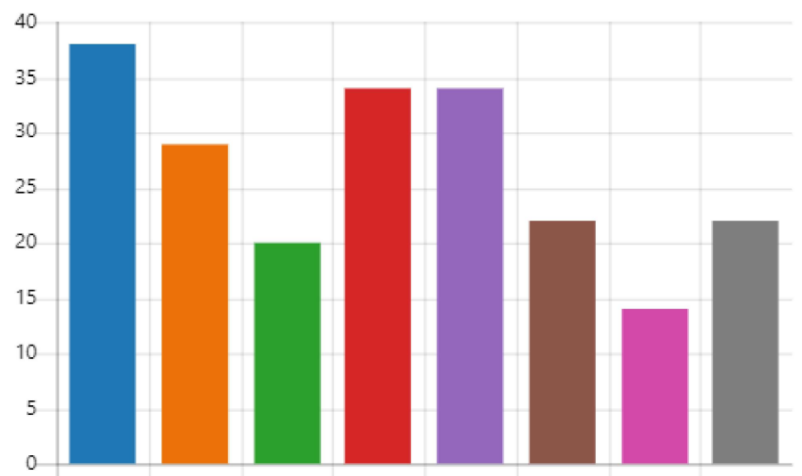
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Responses

Latest Responses