WP4 Workshop Pilot Transnational Report

WIFI – Workshops for fight against illiteracy

Project Nr. 2021-1-FR01-KA220-ADU-000026081

WP4 Workshop Pilot
Transnational Report
(based on main results from reports in the project countries Austria/Compass GmbH, Italy/Euroform RFS, Sweden/Folkuniversitet, Spain/Asociacion Caminos, France/Osengo)

Project title: WIFI - Workshops for fight against illiteracy
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Document Title	WP4 Workshop Pilot Transnational Report
Project Consortium	**Project Coordinator** ● **Osengo, France** **Project Partners** ● **Asociación Caminos, Spain** ● **Euroform RFS, Italy** ● **Stiftelsen Kursverksamheten Vid U-Aauniversitet, Sweden** ● **Compass - Beratung, Begleitung und Training Gemeinnützige GmbH, Austria**
Description	**This document is the result of a collaborative effort involving illiterate adults in the project partner countries, and it provides a summary of the participants' feedback and recommendations for the future implementation of the WIFI Workshop Pilot**
Lead partner	**Compass - Beratung, Begleitung und Training Gemeinnützige GmbH, Austria**
Language	**English**

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1. INTRODUCTION

The WIFI project aims to strengthen training systems to meet the challenges presented by illiteracy and put the target group (adult illiterates) in a working environment within the framework of their training/ learning.

The WIFI project consortium consists of the project partners from:

- France, OSENGO
- Spain, Asociación Caminos
- Italy, Euroform RFS
- Sweden, Folkuniversitet
- Austria, Compass GmbH

The project has 4 main steps/Intellectual Outputs

- IO1- WIFI Study Circle
- IO2- Explanatory Skills Map
- IO3-WIFI Workshops Creation
- IO4- Workshop Pilot

The last phase of the project is the WIFI Workshop Pilot that offers a skills map, tool set, exercises and workshops designed in output 2 & 3 targeting illiteracy. Main objective of the WIFI Workshop Pilot was to elaborate and test the WIFI model targeting illiterate adults in the project partner countries. Before the piloting process, as the lead partner, Compass provided the project partners the general template / guidelines giving instructions, information on the methodology, and the main structure of the pilot, objectives, learning outcomes; description of components of the course content, code of conduct, training hours, teaching & learning methods, and assessment methods. Moreover, the guidelines included enrolment form, evaluation form template and a proposal for the national summary report structure, so that the partners could gather the information and compile in the national reports that are available in Annexes. Following that, the second step of the WP4 was to ensure task division among the project partners and adapt the documents into the last version considering partners' feedback. The WIFI Workshop Pilot was implemented by the trainers who were trained in the Piloting of the Teacher training in Turin/Italy to conduct the pilot experimentation with illiterate adults at national level.

This transnational report is the result of a collaborative effort, involving illiterate adults in the project partner countries, and it provides a summary of the participants' feedback and recommendations for the future implementation of the WIFI Workshop Pilot.

2. THE WIFI WORKSHOP PILOT
2.1. Methodology

The WIFI Workshop Pilot offers effective methods and techniques for organising literacy programs, facilitators of adult literacy learning and to involve adult learners in the planning, implementation, and assessment process. During the workshop pilot, the skills map, tool set, exercises and workshops designed in output 2 & 3 were tested with illiterate adults in the project partner countries to support their integration into the labour market. The activities pursue the same objectives in each area, but the materials have been adapted to 4 different areas:

- Cooking,
- Small wooden constructions,
- Gardening, and
- Art

The workshop pilot curricular activities and exercises in these 4 areas targets three levels:
- Basic Level
- Intermediate level
- Advanced Level

Areas	Cooking, Small wooden constructions, Gardening Art
Duration	90 hours (half days) 4 months: 16 weeks, around 5-6 hours per each week
Participants' Number	At least 12 adults
Target Group	Illiterate adults who are motivated to enrich their skills and have commitment to attend the sessions regularly

MODULE	CONTENT	HOURS
Activity 1: Introduction to this course	Objectives Method Impact for the participants Structure Conditions for participation Formal requirements	3 hours
Activity 2 Preparation and decision finding. Basic level	Information /research on the internet What do they want to create? Is this possible with the budget? Can everybody participate? How does this work?	3 hours
Activity 3 Preparation and material organisation. Basic level	What do they need? Shopping list	3 hours
Activity 4: Working on the results. Basic level	Buying and organizing materials involving all participants while following shopping list and budget Dealing with problems if something is not available (if all materials are available, participants must perform and reflect on shortcomings in a role play)	3 hours
Activity 5 Working on the results. Basic level	Participants in small groups work on the task they decided to do In case of problems, motivate the group to look for solutions together	3 hours
Activity 6 Guided reflection and suggestions to improve. Basic level	What did they like? What did they dislike? How to do it better next time? What may help them professionally?	3 hours
Activity 7 Preparation and decision finding. Intermediate level	Information /research on the internet What do they want to create? Is this possible with the budget? How does this work?	3 hours
Activity 8 Preparation and material organisation. Intermediate level	It might be that the participants already know the exercise from the prior one, but now they must fulfil a more difficult task What do they need?	3 hours

	Shopping list The trainer will form bigger groups so the consensus finding gets more challenging	
Activity 9 Material organisation. Intermediate level	Buying and organizing materials involving all participants while following shopping list and budget Dealing with problems if something is not available (if all materials are available, participants must perform and reflect on shortcomings in a role play)	3 hours
Activity 10: Working on the results. Intermediate level	Participants in groups work on the task they decided to do In case of problems, motivate the group to look for solutions together	3 hours
Activity 11 Guided reflection and suggestions to improve. Intermediate level	What did they like? What did they dislike? How to do it better next time? What may help them professionally?	3 hours
Activity 12 Preparation and decision finding. Advanced level	Information /research on the internet What do they want to create? Is this possible with the budget? How does this work? Preparation for individual work: now each participant must work on his/her own; some might finish these tasks quicker, others might need more support The trainer is there as a mentor to give recommendations in case someone is stuck, but not to solve problems. It should not be done something which the participant already did in the group work	3 hours
Activity 13: Preparation and material organisation Advanced level	It might be that the participants already know the exercise from the prior one, but now they must fulfil a more difficult task. What do they need? Shopping list The trainer will form bigger groups so the consensus finding gets more challenging	3 hours
Activity 14 Material organisation. Advanced level	Buying and organising materials involving all participants while following shopping list and budget Dealing with problems if something is not available (if all materials are available, participants must perform and reflect on shortcomings in a role play)	3 hours

Activity 15 Working on the results Advanced level	Participants work alone on the task they decided to do. In case of problems, motivate the participants to look for solutions.	3 hours
Activity 16 Additional session	Additional session for those who could not finalise activity 15	3 hours
Activity 17 Guided reflection and suggestions to improve. Advanced level	What did they like? What did they dislike? How to do it better next time? What may help them professionally?	3 hours
Activity 18 Group support on reflective skills	Group coaching for those who need or want to have specific support in the field of reflective skills. Role play and exercises related to these skills.	4 hours
Activity 19 Group support on organising activities	Group coaching for those who need or want to have specific support in the field of organising activities. Role play and exercises related to these skills.	7 hours
Activity 20 Group support on language skills	Group coaching for those who need or want to have specific support in the field of language skills Role play and exercises related to these skills	7 hours
Activity 21 + 22 + 23: Professional orientation	Individual for professional orientation	total 20 hours
Activity 24 End-of-training celebration	Final group meeting Overall feedback	1 hour

However, the WIFI Workshop guide was designed considering different learners' needs to offer flexible delivery, flexible teaching and learning to practitioners and learners.

2.2. WIFI Workshop Pilot Models

WIFI workshops pilot activities on Cooking, Small Wooden Constructions, Gardening, and Art have been designed with the focus on the key skills considered important for the integration of the target group into the labour market of the project partner countries.

Skill 1:	Managing information and knowledge

Skill 2:	Problem solving and reasoning
Skill 3:	Managing and organising activities
Skill 4:	Cooperating and fostering collaboration
Skill 5:	Mathematical skills
Skill 6:	Using oral communication
Skill 7:	Reading skills
Skill 8:	Writing skills
Skill 9:	Using digital resources
Skill 10:	Taking social and cultural norms into account

This model contains manual and daily life activities with the aim of increasing their skills and competences to overcome obstacles created by illiteracy. The activities offer a group and individual approach that participants can provide their feedback, a personal reflection that helps them to discover their strengths and the points they need to improve to realise their learning objectives.

Before the first activity, the trainer used the Skills Map tool to position learners on their skills level. The various activities were implemented by the WIFI trainers with the monitoring learners' progress based on the WIFI Skills Map tool. After ending the activities in the WIFI workshops, the trainer used the Skills Map tool to point out the progress of the participants in the group.

3. NATIONAL IMPLEMENTATION OF THE WIFI WORKSHOP PILOT

Developing 10 key skills identified as essential for the integration of the target group into the labour market of the project partner countries was the aim. Recruiting the right candidate for workshop sessions was crucial to ensure effectiveness of the workshop with a diverse and dynamic group. Project partners finalised preparation and adapted the workshop sessions to ensure that the content was culturally sensitive, linguistically appropriate, and aligned with the participants' skill levels. The opportunity was given to participants to get to know others and to ensure a systematic and comprehensive approach to skill development and social integration for the target group. To support the implementation of the workshop, trainers were equipped with a range of materials provided and created by the consortium behind the WIFI project. These materials were curated to align with the workshop's objectives and the specific topics covered during the sessions. The consortium's inputs provided detailed information on the overall quality of the workshop and the participants' learning journey. The participants were asked to evaluate the workshop on different parameters.

3.1. Osengo (France)

Recruitment of the participants for the WIFI workshop pilot and Participant profile

The WIFI workshop pilot aimed to empower individuals from the target group by providing training sessions to enhance their skills and help them integrate better into society. The recruitment process involved leveraging its existing training public and attracting participants with a strong motivation to upgrade their skills and improve their social inclusion. This text provides an overview of how the participants were recruited and outlines their demographic details. For the WIFI workshop pilot, they tapped into their already established training network to identify potential participants from the target group. The individuals who had previously attended their training programs or expressed interest in skill development opportunities were the primary focus. Leveraging their existing connections ensured that they could reach out to individuals who were already familiar with the organisation and its objective.

Group Size:	15 participants.
Motivation:	The participants were highly motivated, driven by their strong desire to integrate into society more effectively and upgrade their skills to improve their personal and professional lives.
Gender/Age	4 men and 11 women between 20 and 40 years old.

Implementation of the workshop sessions in France

Before giving a start to the workshop sessions in France, OSENGO undertook a well-designed preparation process to ensure the success and effectiveness of the WIFI workshop pilot. To develop a strong foundation for workshop sessions in France, Learning, Teaching, and Training Activity (LTTA) in Turin was a good opportunity that provided the trainers valuable insights, best practices, and innovative methodologies from other experts in other countries. With this step, they gained new perspectives and fresh ideas to incorporate into workshop design, allowing them to enhance the overall quality of sessions in France. Recognizing the

importance of skilled facilitators, OSENGO collaborated with experienced trainers who have monitoring skills in conducting workshops. Their expertise and proficiency in delivering engaging and impactful sessions were invaluable in shaping the content and structure of the workshop in France. Together, they ensured that the workshop's objectives met the participants' needs and motivation. Before initiating the workshop, they engaged in extensive discussions with their colleagues at the training centre. Their input and experiences provided them with essential insights into the preferences and expectations of our target audience. By gathering this information, they could tailor the workshop content to match with the specific needs of the participants in France, making it more relevant and relatable. The WIFI workshop pilot adhered to the well-structured and effective methodology developed by the WIFI project consortium to effectively address the participants' needs and goals, facilitating a coherent learning experience throughout the workshop. The choice of venue was a critical aspect of the workshop's success. French partner, Osengo had access to a fully functional kitchen within its facilities, which served as the primary setting for the cooking workshop exercises. Implementing the practical sessions in a well-equipped kitchen allowed participants to engage hands-on in culinary activities, fostering an effective learning experience.

Number of Sessions
In France, the WIFI workshop pilot comprised a total of 11 sessions.

Frequency and Duration
The sessions were spread out over several weeks to ensure enough time for learning, practice, and reflection.

The frequency and duration of each session were as follows:
- 25/04/2023 - Session 1: 8 hours
- 03/05/2023 - Session 2: 8 hours
- 23/05/2023 - Session 3: 8 hours
- 25/05/2023 - Session 4: 8 hours
- 30/05/2023 - Session 5: 8 hours
- 13/06/2023 - Session 6: 8 hours
- 16/06/2023 - Session 7: 8 hours
- 20/06/2023 - Session 8: 8 hours
- 20/06/2023 - Session 9: 8 hours
- 28/06/2023 - Session 10: 8 hours
- 27/07/2023 - Session 11: 8 hours

The sessions were structured to cover a diverse range of topics and activities, ensuring a comprehensive and well-rounded learning experience for the participants. Each session lasted for 8 hours.

Feedback from trainers and participants in France
The success of any workshop lies in the satisfaction and positive experience of its participants. The feedback Osengo received from the participants of the WIFI workshop pilot played a crucial role in assessing the effectiveness of the program and understanding the impact it had on them. The participants expressed high levels of satisfaction with the overall organisation of the workshop. They found the course structure well-

designed, and the information provided to be comprehensive. The training schedule and duration were evaluated appropriate, and the space and facilities were conducive to learning.

The participants were highly appreciative of the workshop's aims and learning outcomes, finding them relevant and aligned with their needs. They also found the content easy to follow, which facilitated their learning process. The materials provided were rated positively, contributing to a fruitful learning experience. The participants actively engaged in the workshop, contributing to the overall success of the program. The participants were happy to be able to work with the trainers as they had exceptional organisation and facilitation skills. The trainers' ability to provide support and guidance throughout the workshop was highly valued, creating a positive and nurturing learning environment.

As facilitators of the WIFI workshop pilot, the trainers played a pivotal role in guiding the participants through the learning journey. Their observations and feedback provided valuable insights into the effectiveness of the workshop and its impact on the learners.

The trainers noted that the learners were delighted with the approach of "learning by doing" employed in the workshop. This hands-on and experiential learning method allowed participants to actively engage in practical activities, which proved to be highly effective in their skill development process. By actively participating in various tasks, the learners were able to grasp concepts more effectively and gain a deeper understanding of the subject matter. Moreover, by incorporating the theme of cooking into the workshop, the learners were able to connect theoretical knowledge with real-life scenarios. This contextual approach helped them better retain information, as words and actions seamlessly merged, making the learning experience more memorable and meaningful. Moreover, the trainers recognized the benefits of learning in the context of cooking, especially when it came to introducing and working on mathematical concepts. The culinary theme provided a practical and tangible platform to explore mathematical principles in a more fluid and relatable manner. Participants found this approach engaging and enjoyable, leading to a deeper understanding of mathematical concepts. The trainers were pleased to note that both men and women actively participated in the workshop. Throughout the sessions, the learners demonstrated enthusiasm and eagerness to be involved in the various activities and discussions. This active involvement created a dynamic and supportive learning environment, fostering collaborative learning among the participants.

The WIFI project's emphasis on learning in context was highly regarded by the trainers. They observed that the participants found meaning in their learning experiences, as the workshop allowed them to acquire practical skills directly applicable to their daily lives. This relevance added value to the participants' learning journey and motivated them to embrace the learning process with enthusiasm.

3.2. Folkuniversitet (Sweden)

In the context of Sweden and based on the conducted research and interviews in IO1, the target group was immigrant women that need empowerment the most. Most of them had never been enrolled in an educational program. Most of them were illiterates and the rest were functionally illiterate. None of them have a job. They spend their time in the courses that the Swedish government provide to immigrants to facilitate their integration, such as Swedish language courses. They did not attend any courses or training opportunities that have the same purpose as the training of the WIFI project. This was one big advantage they found in attending the workshops. They got attracted to the WIFI workshops not only because they needed to work on those 10 identified skills, they also appreciated very much the learning

method. They mentioned that it is hard for them to sit in a classroom and learn with the traditional way of teaching. However, with the WIFI project, they learnt through one of their favourite activities: cooking.

Group Size:	30 participants
Motivation:	A strong desire to attend the WIFI workshops to the point that some of them missed other traditional courses to attend the workshops. They wanted to work on their skills with the WIFI's non traditional approach.
Gender/Age	All participants were women, the age range of the participants was 30s and 40s and only 2 were in their 50s.

In Sweden, the recruitment process started 3 months before the piloting. Folkuniversitetet's team started by contacting associations that work with the project's target group. They also contacted other departments in Folkuniversitetet where they have potential contact with the target group. The calls were then followed by visits. Two associations were selected as potential places for the piloting. Finally, the Sandviken one was selected. The preparation for the WIFI workshops' piloting started by having meetings with the person who is responsible for the participants. This was to make her better understand the project's scope, its outcomes as well as the piloting's objectives. The meetings also aimed at getting a better understanding of the participants' interests and background. The project manager discussed several points related to the participants' background to make sure the used approach and the event's organisation suit them the best.

Then, the project manager prepared a piloting plan for Sweden based on the IO3 (the learning activities). This was supposed to be a simpler and tailored version of the main learning activities document developed in IO3. The project manager then held 2 meetings with the trainer to discuss the developed plan. The two then had to meet every two sessions to discuss the way the workshops were going and make any necessary modifications.

Before the start of the cooking workshops, the trainer with the help of the project manager prepared a list of the needed ingredients and the most suitable dishes to cook during the workshops. Folkuniversitet's team then helped the trainer to get all the required ingredients and logistics. The selected area by Sweden was "Cooking" and the WIFI workshops were piloted following the methodology developed in IO3 where all the detailed activities were described for all the areas. This methodology was designed in a way to develop the 10 skills identified in the previous IOs in a way that enables the integration of the target group into the European labour market. By following the predefined methodology, the participants' needs and goals, facilitating a coherent learning experience throughout the workshop were effectively addressed.

For the setting, the trainer had to get 2 additional electric cooking plates to enable more than one group of participants to cook at the same time. The trainer also had some challenges to find a convenient and suitable place for the cooking activities. By the end, she was able to find a venue that is suitable for hosting 30 women and that is adapted for the cooking activities.

Feedback from trainers and participants in Sweden

Regarding the training organisation, the participants thought that it was excellent especially in terms of the provided information, the training structure and duration. They just thought that the space and facilities could have been more adapted to their number and the nature of the activities.

The training content for them was easy to follow, engaging and adapted to their learning needs.

In general, participants had positive feedback regarding the sessions. They liked very much the new approach that was used to enhance their skills. They thought of it as an innovative and motivating approach. Participants liked the idea of collaboration. They worked together and participated all in the same activities. They all know very well how to cook, but what was missing was to learn how to do it in group and how to enter debates and discussions with colleagues. They liked the exchange of ideas, especially that they all come from different backgrounds. This led to the fact that each participant was exposed to new cultures and had to explore more and have constructive discussions. They suggested that they would prefer only another venue that is more suitable for the activities.

The trainer thinks of the WIFI workshops as a very useful way to address the needs of illiterate women. This opinion is based on the trainer's experience with the target group and her assessment of their needs. She mentioned that those women are looking for a way to get a job in the Swedish labour market. For this, they already get training courses provided by the Swedish government. So, what was new in the WIFI training is the approach. The workshops targeted key skills that those ladies need indeed to develop then, this was done through an untraditional way. She also mentioned several times that participants were very motivated to attend to the point that some of them missed other traditional training courses in order to attend the WIFI one. The used approach for her, was the best to engage participants and ensure their active participation in the sessions.

At the beginning participants were not collaborating since there was a competition between them. They had problems in having constructive discussions where they respect each other's differences and points of view. In the 5th session, the trainer made a short speech followed by a discussion on the idea of collaboration and teamwork and how it could still be possible even if there is a competition among them. The trainer clarified again the purpose of those sessions. By the end, after the trainer explained again the purpose of the WIFI project and the activities, they had a better collaborating attitude.

3.3. Euroform (Italy)

The recruitment process for the WIFI workshop pilot in Turin was a coordinated and strategic effort to identify and select suitable participants. The selected locations, such as migrant reception centres, neighbourhood houses, and associations, were key points to reach participants who could benefit from this program. By choosing specific locations for recruitment, the effort could be focused on places where demand and interest in the program were likely to be higher.

Group Size:	20 participants
Motivation:	Acquiring new technical skills, while others saw the workshop as an opportunity to improve their communication and adaptation to the local society, as their limited language knowledge posed challenges to their integration.
Gender/Age	● 20 women. ● Age range: between 30 and 60 years old

The group of participants was composed of 20 women, of whom 12 reached the end of the pilot, each with different educational and cultural backgrounds. The diversity within the group allowed for enriching intercultural interactions and the opportunity to learn and grow together.

One of the significant challenges the participants faced was their limited knowledge of the Italian language. This became a barrier to their integration into the community and accessing various personal and professional development opportunities.

The recruitment process involved communication with the mentioned organisations, which helped reach out to women interested in participating in the workshop. Interviews and information sessions were conducted to assess the interest and eligibility of potential participants, ensuring that the workshop was relevant to them and that they could make the most of the experience.

Before starting the workshop sessions, a meticulous and detailed preparation was carried out to ensure the program would be successful and that participants would receive an enriching educational experience. This preparation was essential to ensure the workshop met its teaching objectives and provided an environment conducive to learning and creativity. One of the key aspects of the preparation was to overview the content and activities that would take place during the workshop.

Number of Sessions
Sixteen lessons were planned.

Frequency and Duration:
The sessions were distributed as follows:
- Session 08/05/2023
- Session 10/05/2023
- Session 15/05/2023
- Session 16/05/2023
- Session 17/05/2023
- Session 22/05/2023
- Session 24/05/2023
- Session 29/05/2023
- Session 31/05/2023
- Session 05/06/2023
- Session 12/06/2023
- Session 15/06/2023
- Session 16/06/2023
- Session 19/06/2023
- Session 20/06/2023
- Session 21/06/2022

In the implementation of the WIFI pilot, art was chosen as the main area of focus due to its capacity to foster creativity, personal expression, and valuable cross-cutting skills. Art offers a wide range of possibilities for participants to explore their imagination, discover new ways of communication, and develop a deeper understanding of themselves and the world around them.

The methodology employed during the workshop was centred around providing participants with a practical and interactive learning experience. Experiential approaches were used, involving participants in hands-on activities and exercises related to art. Participants were encouraged to express their emotions and thoughts through various artistic forms, such as painting.

Interaction and collaboration were essential elements in the methodology. Participants were encouraged to share their ideas and perspectives with the group, allowing for constructive and enriching feedback. Through dialogue and the exchange of ideas, peer learning was fostered, enabling them to support each other in their creative and developmental process.

Feedback from trainers and participants in Italy

The participants' feedback in the WIFI pilot was extremely gratifying and provided valuable insight into the positive impact the program had on their lives. Despite facing challenges such as diverse educational backgrounds and limited knowledge of the Italian language, the participants demonstrated a remarkable level of commitment and enthusiasm throughout all the sessions.

One of the most highlighted aspects in the feedback was the appreciation for the opportunity to learn about art and explore their creativity. Many of the participants came from diverse cultures, and for them, the workshop was a gateway to express themselves through art and find a universal means of communication that transcended linguistic and cultural barriers. Through activities like painting, participants were able to discover new forms of personal expression and explore the richness of their imagination.

In addition to the feedback about the participants, the trainers also reflected on their own experience in implementing the workshop. They identified areas where they excelled and others where they could improve their pedagogical approach. The trainers' feedback was essential for the professional development of the team, as it allowed them to learn from their experiences and enhance their ability to guide and support participants on their learning journey.

The feedback from the trainers in the WIFI workshop pilot was of great value for the comprehensive evaluation of the program. Their perspective and observations played a fundamental role in understanding the impact of the workshop on the participants and in identifying areas for improvement in the methodology and program approach.

One of the most highlighted aspects in the trainers' feedback was the high level of participation and enthusiasm shown by the participants during the artistic activities. Despite linguistic barriers and diverse educational backgrounds, the participants were engaged and excited to learn and explore the world of art. Creativity and personal expression flourished in the warm and collaborative environment that the trainers helped foster.

3.4. Asociación Caminos (Spain)

In Spain, the WIFI project was promoted as being aimed at people who have not had access to education or who had to leave school very early. Potential participants were informed that the aim was for them to have a work experience in Spain accessible at their level, allowing them to work on their initial skills through experience and develop them to access further training or vocational qualifications.

It was consciously decided to leave the word "illiterate" or "illiteracy" out of the equation, in case it might be offensive in some way or might not encourage participation by people who do not consider themselves as such, or who can read and write but are not familiar with the concept of functional illiteracy.

In terms of promotion, Caminos published the call on its organisation's social networks, both on Facebook and LinkedIn, very much oriented not so much to potential participants, but to the networks of professionals they know and who work with the target group to which the project is addressed. These publications summarised the project, provided a link to the website, gave the list of basic key competences to be acquired, and clarified that the training had a duration of 90 hours in which 24 units would be taught, with special emphasis on the unit focused on updating the CV, the motivation letter and job interviews, i.e., the fact of facilitating the search for a job.

As an important point, the staff in Asociación Caminos was responsible for leading the rest of the partner organisations of the project in the elaboration and development of the WIFI IO3, that is, all the activities to be carried out during the workshops with the target group. Therefore, Caminos' team was aware of the tasks to be performed.

In addition, last January, both the project manager and a trainer attended the LTTA in Turin (Italy), where the latter had the opportunity to show the rest of the trainers how to deliver the workshops, as well as to solve any doubts that arose.

Later, before starting the search for participants for the piloting, they organised a day in which the whole team that would be involved in the different sessions of the workshops participated, to get to know the document in depth and put some of the units into practice, to anticipate possible problems or doubts that might arise. Likewise, once the participants had been recruited, and seeing their Spanish-speaking profile, another meeting was held among the training staff to adapt some of the units to the needs of the participants, such as including English in the language competencies, instead of focusing everything on Spanish. It was decided to include several trainers considering their professional background, strengths and previous experience working with the target group, thus achieving a comprehensive approach for the benefit of the participants.

On the other hand, once all participants had been recruited, a face-to-face meeting was held to which they were invited to participate. The aim of this meeting was for everyone to get to know each other a little before the first session, so that they could give more details about the work to be done, solve all their doubts, offer all the information available and also get to know the expectations of the target group, to try to adapt to them as much as possible to really help them on their way to a better formative/job opportunity.

The activities, with group and individual approach, helped the participants to become more autonomous, and their feedback and personal reflection after the sessions have helped them to discover what their strengths are and what they need to improve to achieve their objectives.

The participants have been in an active process where they have increased their skills during manual and daily life activities, alone and in groups, and always accompanied by the trainers.

In the case of Asociación Caminos, it was finally decided to combine 2 areas. The area chosen for the first cycle was art, while for cycles 2 and 3 the cooking area was chosen.

Group Size:	12 participants
Motivation:	Getting the opportunity to get new competences as they had no access to education or had to leave school very early.
Gender/Age	11 women and 1 man between 20 and 50 years old

Number of Sessions

Caminos organised 14 sessions, held between mid-May and the end of July. The dates on which the 14 sessions were held are shown below.

Frequency and Duration

- Session 1: 18th May 2023 Introduction and pre-assessment forms.
- Session 2: 25th May 2023 Preparation and decision finding (Basic level) and Preparation and material organisation (Basic level).
- Session 3: 1st June 2023 Material organisation (Basic level) and Working on the results (Basic level).
- Session 4: 6th June 2023 Guided reflection and suggestions to improve (Basic level) and Preparation and decision finding (Intermediate level).
- Session 5: 8th June 2023 Preparation and material organisation (Intermediate level) and Material organisation (Intermediate level).
- Session 6: 15th June 2023 Working on the results (Intermediate level) and Guided reflection and suggestions to improve (Intermediate level).
- Session 7: 20th June 2023 Preparation and decision finding (Advanced level) and Preparation and material organisation (Advanced level).
- Session 8: 22nd June 2023 Material organisation (Advanced level) and Working on the results (Advanced level).
- Session 9: 29th June 2023 Guided reflection and suggestions to improve (Advanced level) and Group support on reflective skills.
- Session 10: 4th July 2023 Group support on organising activities.
- Session 11: 6th July 2023 Group support on language skills.
- Session 12: 13th July 2023 Professional orientation.
- Session 13: 18th July 2023 Professional orientation.
- Session 14: 20th July 2023 Awarding of diplomas, evaluation, and post-assessment forms.

In Spain, the feedback from the participants has been extremely positive. The most highly rated section was that of the trainers, and especially the support received from them. The lowest response was about the duration of the training.

The initial phase of the piloting was a challenge, i.e., to find at least 12 people willing to participate for about 8 hours a day in a 14-session training, especially in the months around summer and at the beginning of the season, which is when labour is most in demand, especially in an area of Spain such as the southern coast, oriented towards tourism and services. Finally, after a laborious search and the promotion of the project by various means, they were successful. Of the 12 participants, however, there were 11 women and one man,

as the men generally preferred to work on what was coming up rather than commit to attending the training; on the other hand, among the women, there were days when they could not easily reconcile work and had to bring their babies to the training, which was not a problem.

3.5. Compass GmbH (Austria)

Compass cooperated with local networks to bring together illiterate adults who were looking for opportunities to get new skills and competences, as they were already working with adults having disadvantaged backgrounds, they helped us reach the target group. After the selection process, the participants were informed about the WIFI piloting process (frequency of the session, the training venue, responsibilities of the participants and objectives from the participants on the workshops).

Before the first session, trainers finalised all preparation to be ready for the WIFI piloting process; getting learning materials, session plan, pre-post evaluation forms. Moreover, before the first activity, the trainers used the Skills Map tool that was developed on the WIFI IO2 implementation highlighting changes to the target groups skills.

The first step of planning the WIFI workshop piloting was for the trainers to overview the workshop content to make it interactive and participatory for the target group in Austria. As the WIFI Workshop pilot has an object-based learning design, we could implement a flexible piloting process considering different participants' needs – based on the results of the WIFI Skills Map. As a first step, the project team and trainer worked together to make learning materials ready for piloting sessions and training activities that were adapted and used with flexibility, considering local area needs.

In the WIFI workshop piloting sessions, it was given a chance to participants to practise and receive feedback on sessions they were involved in. Moreover, variation of methods and activities. enabled the trainer to give the best support for enhancing participants' current knowledge and skills.

Group Size:	12 participants
Motivation:	To recognize diverse learning styles and preferences, learn training materials and activities allowing them to engage with basic skills and professional awareness.
Gender/Age	9 women and 3 men between 30 and 50 years of age

Number of Sessions
Compass finalised the WIFI workshop pilot with 12 sessions. Each session was designed for 7-8 hours, so the piloting with 90 hours was finalised in these 12 sessions. Compass asked participants to fill consent forms, pre and post assessment forms, general evaluation form, signature list, and asked for the teachers/trainers to fill session plans.

Frequency and Duration
- Session 1: 03.06.2023
- Session 2: 04.06.2023
- Session 3: 05.06.2023

- Session 4: 06.06.2023
- Session 5: 07.06.2023
- Session 6: 08.06.2023
- Session 7: 09.06.2023
- Session 8: 10.06.2023
- Session 9: 12.06.2023
- Session 10: 13.06.2023
- Session 11: 14.06.2023
- Session 12: 15.06.2023

For trainers, the WIFI workshop offers great content and methodology to fulfil illiterate adult needs, and thereby it can increase the possibility of long-term success. Participants agreed that the WIFI workshop piloting supports individuals to formulate their missions and vision for the future, develop plans for vocational and social integration. The trainer encouraged participants to relate the workshop content to their reality, the ways how they can use these ideas or methods in their future profession or in their daily lives.

The participants could get many things to take home, print copies that contained important information for some sessions. The trainer reminded the partners that they could practise the tools alone or with other people from their social environment. Reflection time in each session was an important key to promote participants' learning. The participants could reflect on the activity and talk about it with others in the group, and by demonstrating how important it was to share experience and feelings on what they've done and learned. Moreover, in WIFI workshop session, participants could get time to talk to, socialise with other participants in the group, and get to know them. That made a contribution to a shared experience in the group.

The participants gave high scores to the clarity of the presentation, and the usefulness of each of the various kinds of activities they included. For them the piloting activities were interesting and tools used by the trainer could keep their interest.

4. Difficulties occurred during the WIFI Workshop Pilot and Recommendations for future implementation

During the implementation of the WIFI Workshop Pilot, some challenges were encountered during the sessions and in the preparation phase that were related mainly to reaching the right candidates who could fit into the WIFI Workshop Pilot concept. Challenges during the implementation were mainly related to the fact that those participants had never been enrolled in such training that uses innovative activities to work on and develop their skills. Moreover, knowing that the project's target group had to be consisted of illiterate adults, it was not an option to reach them using the common ways that might be used for other trainings like emails, leaflets, formal meeting requests, etc. The project targets people who have difficulty in reading and writing, find it hard to find a job and to be integrated into the labour market. Most of them also find it hard to commit into a traditional training or learning programme. This means that it is not possible to use traditional ways of announcements to engage and motivate them to participate in those workshops.

Also, the language that should be used to motivate potential participants had to be different that was addressed by reaching several stakeholders and associations who regularly work with this target group. This was an efficient approach since the contacted associations had a strong credibility for the target group. During the sessions, the main challenge was related to the fact that participants were illiterate, that led to the fact that this training had to be organised, presented, delivered and even introduced to participants with a different way as compared to other regular trainings and education settings. In addition to the WIFI workshop pilot, some partners faced the challenge of maintaining participant continuity and attendance throughout the program. To overcome this issue, project partners applied several strategies, such as implementing the sessions based on the participants' availability to ensure they could attend regularly. Surveys and individual conversations were conducted to understand their schedules and preferences, allowing us to adjust the session calendar more conveniently for them. It was a way to also provide timely reminders of session dates and times so they could plan their attendance in advance.

Furthermore, to promote commitment and participation among the participants, project partners introduced personalised follow-ups, close communication with the participants between sessions to offer support, answer their questions, and provide additional incentives to encourage regular attendance. Messages of encouragement were sent to participants to express their expectations and needs, enabling the trainers to better tailor the workshop to meet their requirements.

Regarding the language barrier, as some participants had limited language proficiency, trainers adapted the vocabulary and concepts of the workshop to a more basic and understandable level for everyone. In order to overcome that, the trainers used clear and simple language, ensuring technical and artistic terms were explained in an accessible manner.

The best option for an effective training process was to ensure flexible session scheduling and personalised follow-ups to maintain engagement. Moreover, to tackle the language barrier the trainers adapted the content according to participants' needs. By combining these strategies, project partners were able to offer a more enriching and tailored experience to meet the participants' needs, allowing them to fully leverage the WIFI workshop and achieve greater personal growth.

Recommendations for future implementation
- A recruitment plan should be developed based on the target group's background and interests.

- The communication language used should be the simplest possible. Only key attractive information should be there.
- The announcement should be through a way that they trust and that is credible for them.
- For the preparation, the participants' number should be identified in advance as well as the details of the activities to be undertaken. This is because the WIFI workshops require very specific logistics for the successful implementation of its activities.
- It is preferred that the gap (in terms of background) between the trainer and the participants is small. Otherwise, the trainer should be very aware of the participants' background, interests, needs and ways to motivate and engage them. This way, the workshop efficiency can be guaranteed.
- Establishing clear expectations from the beginning is important to communicate the goals and objectives of the workshop clearly to the participants and trainers, emphasising the importance of their commitment and regular attendance. This will create an environment of accountability and motivation to maximise the program's results.
- Flexibility in session scheduling: To facilitate participant attendance, consider offering flexible scheduling options that align with their availability and needs. Allowing participants to have a say in the session schedule can also increase their commitment.
- Foster collaboration with educational institutions and organisations: Forming partnerships with local educational institutions and organisations can provide additional resources for the workshop, such as access to facilities, materials, and educational support. This will enrich the participants' experience and expand learning opportunities.
- Integration of language learning resources: Provide additional language learning resources to improve participants' language skills. This may include offering individual tutoring, online learning materials, or opportunities for language immersion activities.
- Continuous evaluation and feedback: Implementing an ongoing monitoring and evaluation process will help identify potential challenges and opportunities for improvement. Collecting feedback from participants and facilitators will give them a voice in the workshop's development and enable necessary adjustments in real-time.
- Encourage active participation: Designing interactive and exciting activities that foster creativity and engagement can increase participants' motivation and enjoyment of the workshop. Recognizing and rewarding individual achievements can also effectively incentivize active participation.
- Create a supportive and respectful environment: Establishing a welcoming and respectful atmosphere where participants feel safe to express themselves and share their ideas is crucial. Fostering collaboration and support among group members will create an enriching experience for everyone.

In summary, to ensure an effective WIFI workshop pilot, it is essential to focus on clear communication of expectations of trainers and participants, schedule flexibility, collaboration with other institutions, integration of language resources, continuous evaluation, encouragement of active participation, and the creation of a supportive environment. By implementing these suggestions, the WIFI workshop pilot can be successful and provide an enriching educational experience for all participants for the future practices.

5. Annexes

Annex 1: Pre-Assessment Form

<div align="center">

Pre Assessment Form

</div>

Date: _____

Place: _____

Country: _____

The present questionnaire intends to assess the participant's competences before the training which will help us to measure progress of participants in the workshop content.

Thank you so much for your collaboration!

<div align="center">

Please Fulfil considering the below Scale

</div>

Rating Scale: Circle 1, Circle 2, Circle 3, Circle 4

1: Low and 4: High

Please, mark with an (X) the box that best represents your assessment regarding:

Skills 1: Managing information and knowledge	1	2	3	4	N/A
Identifies the information available for his/her activity					
Checks the availability of the information needed for the activity					
Selects information according to the objectives and circumstances of the activity					
Evaluates the relevance of information and disseminates it appropriately					
Skills 2: Problem solving and reasoning	1	2	3	4	N/A
Identifies and alerts to the presence of a problem or unexpected event					
Identifies the procedure for resolving common hazards					
Implements the appropriate procedure for routine hazards related to their activity					
Solves common problems in own and/or team activity					
Skills 3: Managing and organising activities					
Identifies the elements structuring the organisation of the planned activity					
Implements the planned organisation of his/her activity					
Adapts his/her organisation to the requirements of a given situation					
Plans and organises his/her activity and/or that of his/her team					
Skills 4: Cooperating and fostering collaboration					
Identifies the operating procedures of a given group or team					
Identifies the role of the participants and his/her position in the group					
Makes proposals and takes into account the opinions of group or team members					
Facilitates and develops the collective work, can vary his/her place and role					

Skills 5: Mathematical skills					
Performs simple calculations related to recurring situations					
Applies operations and measurements in calculation situations related to his/her environment					
Chooses mathematical reasoning appropriate to a given situation					
Adapts appropriate mathematical reasoning to a variety of situations					
Skills 6: Using oral communication					
Communicates very partially in a face-to-face situation					
Communicates in interactions on familiar topics					
Communicates according to need in a variety of situations					
Adapts manner of communicating to the challenges of interactions					
Skills 7: Reading skills					
Identifies key elements of very short informative writing					
Identifies relevant information in simple texts in his/her environment					
Uses most of the written material needed for his/her activity					
Manages and processes complex and varied texts.					
Skills 8: Writing skills					
Writes a few words related to his/her context					
Writes short informative texts related to his/her context					
Writes documents related to activity and context					
Manages and processes complex and varied texts. Produces elaborate writing					
Skills 9: Using digital resources					
Performs basic tasks on or with a known digital tool					
Uses basic functions of some digital tools					
Regularly uses digital resources according to the activity and context					
Customises digital resources to suit his/her situation and needs					
Skills 10: Taking social and cultural norms into account					
Identifies the basic uses related to his/her professional environment					
Applies the conventions used in his/her usual professional environment					
Implements the conventions in all situations of the assigned activity					
Ensures adaptation to different conventions, including implicit ones					

Observations / Suggestions / Notes

Post Assessment Form

Date: _____

Place: _____

Country: _____

The present questionnaire intends to assess the participant's competences after the training which will help us to measure progress of participants in the workshop content.

Thank you so much for your collaboration!

Please Fulfil considering the below Scale

Rating Scale: Circle 1, Circle 2, Circle 3, Circle 4

Please, mark with an (X) the box that best represents your assessment regarding:

1: Low 4: High

Skill 1: Managing information and knowledge	1	2	3	4	N/A
Identifies the information available for his/her activity					
Checks the availability of the information needed for the activity					
Selects information according to the objectives and circumstances of the activity					
Evaluates the relevance of information and disseminates it appropriately					
Skill 2: Problem solving and reasoning	1	2	3	4	N/A
Identifies and alerts to the presence of a problem or unexpected event					
Identifies the procedure for resolving common hazards					
Implements the appropriate procedure for routine hazards related to their activity					
Solves common problems in own and/or team activity					
Skill 3: Managing and organising activities					
Identifies the elements structuring the organisation of the planned activity					
Implements the planned organisation of his/her activity					
Adapts his/her organisation to the requirements of a given situation					
Plans and organises his/her activity and/or that of his/her team					
Skill 4: Cooperating and fostering collaboration					
Identifies the operating procedures of a given group or team					
Identifies the role of the participants and his/her position in the group					
Makes proposals and takes into account the opinions of group or team members					
Facilitates and develops the collective work, can vary his/her place and role					
Skill 5: Mathematical skills					
Performs simple calculations related to recurring situations					

Applies operations and measurements in calculation situations related to his/her environment				
Chooses mathematical reasoning appropriate to a given situation				
Adapts appropriate mathematical reasoning to a variety of situations				
Skill 6: Using oral communication				
Communicates very partially in a face-to-face situation				
Communicates in interactions on familiar topics				
Communicates according to need in a variety of situations				
Adapts manner of communicating to the challenges of interactions				
Skill 7: Reading skills				
Identifies key elements of very short informative writing				
Identifies relevant information in simple texts in his/her environment				
Uses most of the written material needed for his/her activity				
Manages and processes complex and varied texts.				
Skill 8: Writing skills				
Writes a few words related to his/her context				
Writes short informative texts related to his/her context				
Writes documents related to activity and context				
Manages and processes complex and varied texts. Produces elaborate writing				
Skill 9: Using digital resources				
Performs basic tasks on or with a known digital tool				
Uses basic functions of some digital tools				
Regularly uses digital resources according to the activity and context				
Customises digital resources to suit his/her situation and needs				
Skill 10: Taking social and cultural norms into account				
Identifies the basic uses related to his/her professional environment				
Applies the conventions used in his/her usual professional environment				
Implements the conventions in all situations of the assigned activity				
Ensures adaptation to different conventions, including implicit ones				

Observations / Suggestions / Notes

Annex 3: Piloting Assessment Form to be filled by the trainers.

Piloting Assessment Form that should be filled by the WIFI Workshop Pilot trainers.
Partner Organisation

Trainer Name and Surname:		
Place:		
The name of area	**Activities**	**Date of session**

Annex 4: Piloting Assessment Form to be filled by the participants.

Rating Scale: Very Poor 1, Poor 2, Neutral 3, Good 4, Excellent 5

Please, mark with an (X) the box that best represents your assessment regarding:

1. How do you evaluate the training organisation?					
Organisation	1	2	3	4	5
Course Structure					
Information Provided					
Training Schedule					
Training Duration					
Space and facilities					
2. How do you evaluate the delivered training contents?					
Aims and learning outcomes					
Easy content to follow					
Materials used					
Active participation					
3. How do you evaluate the trainer(s)?					
The trainers were organised					
Support given by the trainers					

4. Would you recommend others to attain the WIFI workshop pilot?	
YES	NO

Annex 5: Piloting Assessment Form to be filled by the participants.

Project: Workshops for fight against illiteracy. No: 2021-1-FR01-KA220-ADU-000026081
KA220-ADU - Cooperation partnerships in adult education,

Workshop pilot- Signature List

DATE : _____

	Name Surname	Phone	E-mail	Signature
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

Annex 6: WIFI Workshop Pilot National Report

WIFI Workshop Pilot National Report

This report will be filled by each project partner organisation when they finalise WIFI piloting their countries. At least 300 words should be given for the question (1.-9.question).

1. How did you recruit your participants for the WIFI workshop pilot? Please provide information about the size of the group, their motivation for the piloting, results of registration form, Listing of participants, their gender age name surname, etc.)

2. What was your preparation before giving the start to the workshop sessions?

3. Which area did you implement and what was the methodology you used for implementation of the WIFI workshop pilot? (Settings, material, venue etc.)

4. How many sessions did you implement? Please give information on the frequency and duration?

5. Please provide information on the participants' feedback?

6. Please provide information on the trainers' feedback?

7. Did you have any difficulty? If yes, how did you overcome them?

8. Did you achieve the goals that were set for the WIFI workshop pilot by the project consortium?

9. What are your suggestions or recommendations to ensure an effective WIFI workshop pilot?

10. Do you want to add any further feedback? If yes, please share them.