

WIFI

Fight against illiteracy

TRANSNATIONAL STUDY CIRCLES REPORT

THE ORGANISATION AND OBJECTIVES OF STUDY CIRCLES

The WIFI project aims to meet the needs of illiterate or functionally illiterate adults.

During the months of *February and March 2022*, **twelve experts** in the field of illiteracy, including teachers, trainers and coordinators from each organisation, were able to carry out the planned study circles for the creation of the toolkit and the explanatory map of competences, through several meeting sessions carried out via platforms such as Zoom, Teams and Skype.

Each of them was able to express and listen to the views of the other participants and share their personal experiences, through professionally and experientially enriching moments.

The objectives of the different meetings were as follows:

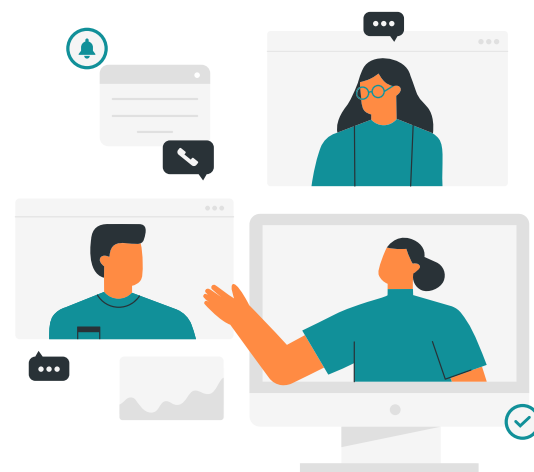
- *Define the competences to be considered;*
- *Understand the state of the art regarding illiteracy and analyse it in different countries;*
- *Develop a list of training courses and workplaces suitable for the target group.*



FIGHT AGAINST
ILLITERACY

NEWSLETTER CONTENT:

- The organisation and objectives of study circles
- Sessions and results
- General Conclusions



SESSIONS AND RESULTS

Each session included an initial welcome and presentation of the project objectives and individual meetings, as well as the daily agenda.

FIRST SESSION

During the first session, participants discussed the **most relevant competences** the target group needs to **progress in literacy**, starting with the European Framework of Key Competences and the presentation of the competence map identified by AEFA and RECTEC.

The opportunity was useful to achieve **several results**.



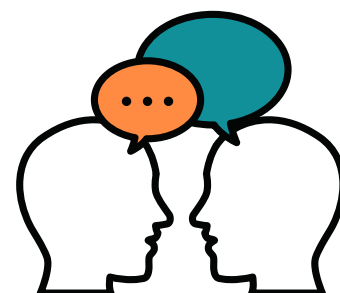
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The opportunity was useful to achieve several results. All participants saw the study circle as an excellent way to discuss and achieve their goals. Thanks to these moments of sharing, in fact, they were able to affirm and emphasise how there are skills and abilities that for the most part are not possessed or possessed at a low to medium level by the target group, such as those of *information management, communication, writing and the use of digital tools and devices*.

They therefore highlighted how **language problems, in terms of reading and writing**, significantly hinder proper communication and integration within the labour market, considering it a crucial point on which to intervene.

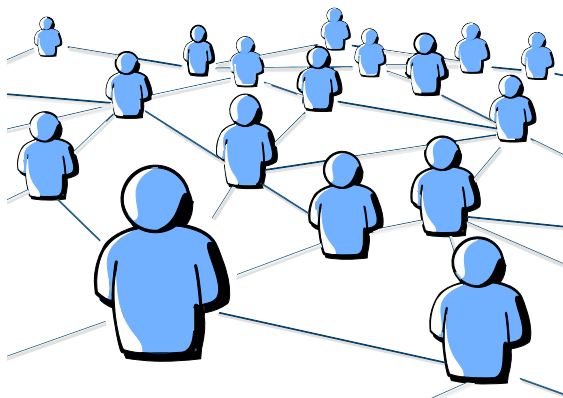


SECOND SESSION

In the second session, participants were able to discuss and reflect on the current state of illiteracy in different countries. The aim was to arrive at a **common definition of functional illiteracy**, so that *useful strategies could be found to identify and address it*.

The participants then produced some country reports referring to their own countries, highlighting the difficulties that can result from a lack of literacy in everyday life, with particular reference to social and functional problems, which characterise their entire existence.

Furthermore, they stated that these individuals are mainly from **migrant backgrounds** or belong to **socially disadvantaged strata**.



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The problem that emerges is the **failure to acquire sufficient knowledge during schooling**.

In addition, many of these subjects are men, but a large proportion are also women and, for the most part, people who, by dropping out of the school system, have also abandoned the knowledge they acquired, no longer being able to use it profitably in their private and working lives.

THIRD SESSION

During the third and final session, the participants drew up a list of the *most suitable training courses and workplaces for their target group*.

What they considered fundamental was the possibility of increasingly targeted and constant intervention in all countries to promote not only a **renewed learning culture**, but also **specific initiatives aimed at disadvantaged groups**.

The service sector was found to be the most suitable and open to the population in question, with particular reference to the sectors of *industry, hotels and catering, transport and construction*.



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Within these contexts, in fact, the participants stated that there is an initial demand for mostly **transversal and interpersonal skills** and that, consequently, they do not limit the possible inclusion of illiterate individuals, who could then learn basic skills through experience.

They also insisted on the need to increase the number of training courses available as they are essential for the acquisition of the knowledge necessary for the target group to enter the labour market.

GENERAL CONCLUSIONS

The discussions and analyses carried out by the participants emphasised the need for action on several fronts.

First of all, *organisational, communication, reasoning and problem solving skills* must be developed. However, *digital and language skills* should not be forgotten as fundamental.

The service sector is certainly the one within which the target group can find the greatest match in terms of job opportunities, but the link between employment and education also makes it essential to increase and develop training initiatives aimed at this group so that they can progress in terms of knowledge and skills.



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Undoubtedly, the causes of illiteracy can be traced back to personal, educational and socio-cultural context factors, and for these very reasons it is essential to intervene from various points of view, as envisaged during the workshops in the project.

For more information on the project, click on the following link:

<https://wifi.projectlibrary.eu/>