

Fin Edu Consulting
Vanhahelsingintie 2,
00700 Helsinki – Finland

Opinion on the educational tools developed by the Alphabetter consortium

Our organisation Fin Edu Consulting (located in Helsinki, Finland) is involved in the broadly understood education of children and adults and consultancy on modern educational solutions. We provide training and consulting services, especially in environments requiring advanced intercultural competences. The basis of our activities is the acquisition and implementation of innovative methods of educational interactions. Our clients are primarily residents of Finland, but we offer a wide range of services to the international market. Our goal is to introduce the quality and the success of the best educational systems to our clients all over the world. To achieve this we provide the following services:



- Implementation analysis / Action Plan
- Educational Consultation
- Principal and Teacher Training
- Certification Program for educators and administrators
- Applied programs about educational material usage
- Conferences
- Educational trips to Finland
- School Establishing Commitment and operation of institutions
- Integrating existing institutions to Finnish Education System

While participating in international brokerage meetings on new educational solutions in December 2023, we learned about the support tools for people at risk of functional illiteracy developed by the consortium implementing the Erasmus+ project Alphabetter - Learning tools for preventing functional and secondary illiteracy. After reading the materials published on the project website and the study entitled "Support strategies and tools for groups at risk of functional illiteracy", we decided to implement the proposed working methods in the environments of migrant families in Finland i.e. communities affected by functional illiteracy

problem. The Community-Based Literacy Equity Design Framework method and the proposed educational materials in our opinion meet the highest standards relating to educational tools. We rate the published English versions of the tools as innovative and tailored to the needs of our organisation's customers. We appreciate its universality and simple adaptation principles to the local language context and Finnish social particularity.

The solutions developed by the Alphabetter consortium are practical and useful educational tools to enrich the projects we carry out. Educational tools and materials integrate the skills of viewing and representing with listening, reading, speaking, and writing to include meaning-making across different modes of communication in multimodal texts. The applied term multimodal literacy brings viewing and representing together in a single concept. Multimodal literacy refers to the ability to comprehend and respond to multimodal texts and to create innovative multimodal texts. Responding to the ever-changing contemporary communication environment, Alphabetter system has reformed their literacy curricula to include a multimodal approach.

Yours sincerely



Hakan Baltali

Fin Edu Consulting - Director

FinEduConsulting Oy
Y-2827942-9

Confirmation of Use of Tools Developed in the Alphabetter Project

Milan, 28/06/2024

ENAIP NET, a leading Italian consortium for vocational training and job placement, strongly supports the Alphabetter tools developed as part of Project Alphabetter - learning tools for preventing functional and secondary illiteracy KA220-ADU-9489F172-IO2.

With over 50,000 students across five regions in northern Italy, ENAIP NET is dedicated to enhancing adult education. We believe the Alphabetter project's innovative tools, particularly the seven video tutorials focusing on overcoming functional illiteracy, perfectly align with our goal of providing accessible and engaging learning resources. These video tutorials cover essential topics such as the Public Digital Identity System (SPID), effective communication strategies, job search websites, and CV writing in Europass format, all of which are crucial for our learners' success in the modern labor market.

For the past eight years, ENAIP NET has offered a comprehensive range of programs, including vocational training (iVET, cVET, upskilling), guidance services, and employment support. These programs are tailored to meet the evolving needs of our diverse learner population, including those facing significant barriers to education and employment, such as migrants, unemployed individuals, and people with disabilities. Our holistic approach ensures that we address both the educational and socio-economic needs of our learners. We are confident that the Alphabetter video tutorials, along with the project's interactive literacy exercises and vocational training materials, will significantly benefit our learners by addressing their diverse needs. These tools will not only improve literacy skills but also enhance employability by providing practical, user-friendly content that learners can access anytime, anywhere.

Our initial estimates indicate that these tools can reach a substantial percentage of our users' base, potentially up to 60%, drastically improving their literacy skills and employability. The practical application of these tools will be facilitated by our network of educators and labor market operators who will be trained to integrate them into our existing toolkit seamlessly.

In addition to the educational benefits, we anticipate that the Alphabetter tools will foster greater learner engagement and motivation. The multimedia format is particularly appealing to our learners, many of whom prefer visual and interactive learning methods. Furthermore, the tools align with our commitment to using innovative methods to make education more effective and appealing.



ENAIP NET

Impresa sociale S.c.r.l. - Via B. Luini, 5 - 20123 Milano - +39 02 88124101 - info@enaip.net - Cod. Fisc. / P. IVA 09599830966

IMPRESE

+39 0432 693611

impres@enaip.net

INTERNAZIONALE

+39 049 8658911

international@enaip.net

PROGETTI

+39 011 2179866

progetti@enaip.net

www.enaip.net



ENAIP NET is committed to integrating Alfabetter resources into our programs and will actively promote their use among our educators and unemployed people, facing functional illiteracy.

We have already begun incorporating these tools into our toolkit of labor market operators and have received positive feedback from both trainers and learners. Our staff will continue to monitor the impact of these tools and provide ongoing feedback to the Alfabetter project team to ensure continuous improvement.

We look forward to further collaboration with the Alfabetter project team to maximize the potential of these resources and achieve our shared goal of reducing functional illiteracy among adult learners.

Sincerely,

Giorgio Sbrissa

President of ENAIP NET



ENAIP NET

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progetti@enaip.net

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Confirmation of Dissemination of Tools Developed in the Alphabetter Project

Brussels, 28/06/2024

The European Vocational Training Association (EVTA), a leading European network in the field of Vocational Education and Training (VET), is proud to support and disseminate the innovative tools developed as part of the Alphabetter Project.

Established in Belgium in 1998 as an International Non-Profit Association (AISBL), EVTA represents VET providers across Europe, stemming from the cooperative efforts within the Euroqualification project. Over the past decade, EVTA has evolved into a crucial stakeholder in VET and human capital development, actively participating in various cooperation and concertation tables, supporting its member organizations, and ensuring their needs and expectations are met.

The purpose of the Alphabetter project is to develop and test a set of tools to support the inclusion of adults who are functionally illiterate. Given that assessments of functional illiteracy vary based on the literacy demands of any given context, the Alphabetter project team adopted a broad, multi-dimensional view of (il)literacy, encompassing diverse forms of basic literacies such as civic, financial, professional, and legal.

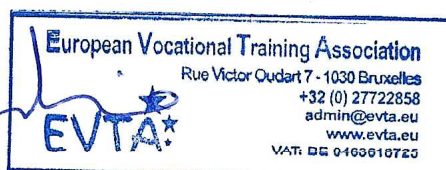
Alphabetter partners designed and implemented a set of tools tailored to the specific needs of their communities, identified through a thorough community engagement process involving focus groups with members of the target populations. These tools, including video tutorials and interactive literacy exercises, were subsequently tested with the community of interest and evaluated for their effectiveness in supporting the identified literacy needs.

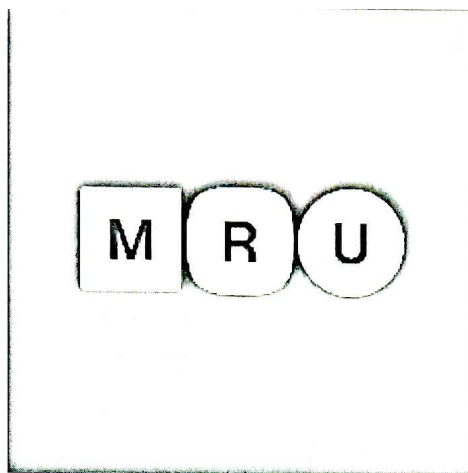
EVTA firmly believes that these tools align perfectly with our mission to enhance the quality of VET, promote cooperation between VET providers and businesses, provide specific expertise, disseminate the work-based VET approach, and engage in the European dialogue involving institutions, stakeholders, social partners, and training providers. By incorporating the Alphabetter tools into our network, we aim to:

- Enhance the quality of vocational education and training by providing innovative, engaging resources that address functional illiteracy.
- Promote the cooperation of VET providers and businesses through the use of practical tools that improve employability.
- Disseminate the work-based VET approach by integrating Alphabetter tools into practical training environments.
- Engage in European dialogue to share best practices and foster collaboration across borders.

EVTA is dedicated to supporting the continuous improvement and future iterations of these tools, incorporating user feedback to enhance their effectiveness. We look forward to further collaboration with the Alphabetter project team to maximize the impact of these resources on adult learners across Europe.

Sincerely,





Prof. Gražina Čiuladienė

Faculty of Human and Social Studies

Mykolas Romeris University, Vilnius, Lithuania

Vilnius, 01.07.2024

CONFIRMATION

With this letter, I confirm that WSB University has approached us to consult tools on learning materials for adult education. The educational materials developed within the project "Alphabetter - learning tools for preventing functional and secondary illiteracy" are, in our opinion, valuable tools for working with migrants experiencing secondary and functional illiteracy, as well as national minorities (e.g. Poles residing in Lithuania). We consider the materials, tools and analyses contained in them to be universal, and therefore they can be popularised among institutions implementing tasks in the field of adult education and social assistance and integration.

Gražina Čiuladienė
Prof. Gražina Čiuladienė

Rijeka, 01.07.2024

Letter of recommendation

SMART RI is an organisation using modern solutions to enhance the potential of the smart city. We are looking for methods, tool and solutions to improve the quality of life and standards of citizens. Due to the increasing number of migrants in Croatia, mainly of Ukrainian origin, we see the need to make all urban services accessible to citizens of other nationalities who become residents of Croatian cities. While attending the closing conference of the project "Alphabetter - learning tools for preventing functional and secondary illiteracy", we became acquainted with educational materials that aim to minimise secondary and functional illiteracy as well as communication difficulties during their stay abroad. Our special attention was drawn to memo cards, which we see as an innovative way of acquiring a foreign language. Thus, we confirm that in our opinion, the educational materials developed within the project represent an innovative approach to combating secondary and functional illiteracy, which can be used among adults.



NENAĐ ANTULOVIĆ

DIRECTOR, SMART RI LTD



To the attention of ECECE
Klagenfurt am Wörthersee (AT)
office@ecece.org

Expression of interest on the educational tools developed by the AlphaBetter project

Our organization LOITE S.r.l. with headquarter in Bologna – Italy is involved in consultancy and training to companies and adult people being also involved in activities promoting of self-empowerment of people also with low levels of education and skills, in collaboration with local public administrations and labor services [for more info please see our website: <https://www.loite.it>].

Looking for some practical examples and tools in dealing with courses for people suffering from functional and secondary illiteracy we discovered in the **AlphaBetter** project website interesting practices tested and implemented on this respect.

More in details we found of practical use, for a project we are currently running in the Dozza Municipality, the experience implemented in Austria with parents of children in primary education having either a migrant background or evident lower skills in reading and writing (*i.e. functional illiterates*). As a matter of fact, the tools implemented and tested in Austria support educators in their professions favoring a more attractive and more effective process of education and the solution adopted (e.g. pictures, pictograms and drawings) can be effectively used to transfer relevant information to adult people with difficulties with reading and writing preventing a clear understanding of complex texts.

Therefore, we as a company are interested in receiving more information on the implemented tools looking forward even for a future exploitation of the same methodology as clearly applied in the AlphaBetter project.

Dozza (BO), 27.06.2024

Loite srl

Via Emilia, 52

40060 Toscanella di Dozza (BO)

Ufficio +39 051 397283 - P.IVA 03185621202

Codice Fiscale 03185621202 - Pec: loite@pec.it

 **LOITE s.r.l.**

Via Emilia, 52 - I - 40060 Dozza (BO) - P.IVA 03185621202

Tel: +39 051 397283 / Fax: +39 051 4213104 / Web: www.loite.it - E-mail: amministrazione@loite.it

CEBelgium

CENTRE BELGE POUR L'EDUCATION ET LA FORMATION - CEBELGIUM

Square Charles-Maurice Wiser 10/22 1040 Etterbeek Bruxelles

mail cebelgium.be@gmail.com

tel 0032 (0) 4 93 628047 tel 0032 (0) 493 627943

To the attention of **ECECE**

Klagenfurt am Wörthersee (AT)

office@ecece.org

Expression of interest on the Methodology and Educational tools developed by the AlphaBetter project

CEBelgium is a non-profit association based in Brussels, dedicated to implementing innovative education and training methodologies and curricula. Our NGO is committed to breaking down educational barriers that hinder access and participation in EU. We focus on individuals who struggle to achieve satisfactory outcomes within the education and training systems, including SCHOOLS, VET and ADULT. We work with a wide network of schools VET providers and adult educators to develop tailored approaches to support teachers, educators, educational institutions and policy makers to improve and develop innovative curricula and training courses

Looking for some practical examples and tools in dealing with courses for people suffering from functional and secondary illiteracy we discovered in the **AlphaBetter** project website interesting practices tested and implemented on this respect.

More in details we found of practical use, for a project we are currently running with a group of adult education institutions in Brussels, the experience implemented in Austria with parents of children in primary education having either a migrant background or evident lower skills in reading and writing (i.e. functional illiterate). The AlphaBetter tools have been used in elementary educational institutions (kindergarten and after-school care) with the specific purpose of passing information on through the instrument in these facilities via notice boards and letters to parents of children for whom transparent written information is very important and which also serves the educational partnership, mainly with very low linguistic and written language competencies.

Therefore, we are interested in receiving more information on the implemented Methodology and tools as results of the project looking forward even for a future exploitation of the positive outcomes as clearly applied in the AlphaBetter project.



Brussels, 28.06.2024

CEBelgium

Klagenfurt, 02.07.2024

EXPRESSION OF INTEREST

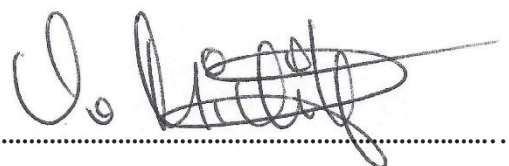
on the educational tools developed by the AlphaBetter Project

The Institute for Educational Science and Educational Research (IfEB) of the Alpen-Adria University Klagenfurt with a research group in the Field of Study: Diversity Education in school and society has been an active partner of ECECE in the implementation of the on-the-field research for the definition and testing of the AlphaBetter tools and methodology.

More in details in Austria the research and development of the tools has been addressed to parents of children in primary education having either a migrant background or evident lower skills in reading and writing (i.e. functional illiterates). The tools have been used in elementary educational institutions (kindergarten and after-school care) with the specific purpose of passing information on through the instrument in these facilities via notice boards and letters to parents. In the end of the pilot action feedback forms have been addressed to both parents and pedagogical staff to better assess the level of interaction amongst all the beneficiaries and the quality of their active response on the tools themselves.

As a matter of fact, the tools implemented and tested in Austria support educators in their professions favoring a more attractive and more effective process of education and the solution adopted (e.g. pictures, pictograms and drawings) can be effectively used to transfer relevant information to adult people with difficulties with reading and writing preventing a clear understanding of complex texts.

Therefore, the Institute for Educational Science and Educational Research (IfEB) is looking forward a follow-up of the same project for a future exploitation of the same methodology as clearly applied in the AlphaBetter Project.



Klagenfurt am Wörthersee, 02.07.2024

Sen. Scientist Mag.^a Dr.ⁱⁿ Veronika Michitsch




European Academy of Management, Marketing and Media
Znievská street 22
851 06 Bratislava
Slovak republic
IČO : 42 182 051

prof. K. Fichnová, Ph. D., President of EAMMM
katkafichnova@gmail.com

Confirmation

We hereby confirm that the educational package resulting from the project "Alphabetter - learning tools for preventing functional and secondary illiteracy" is recommended by the European Academy of Management, Marketing and Media for educational work with people experiencing secondary and functional illiteracy.

Experts from the European Academy of Management, Marketing and Media working, among others, with Ukrainian migrants in Bratislava were actively involved in consulting the results of the above project in 2023.


EAMMM
Európska Akadémia Manažmentu,
Marketingu a Médii, o.z.
Znievská 22, 851 06 Bratislava
Slovenská republika
IČO: 42 182 051
- 1 -

Prof. Katarína Fichnová, PhD.

President of EAMMM



Fundacja Rozwoju Ekonomii Społecznej

Ul. Jana Barona 30/413

43-100 Tychy

www.ekonomiaspoleczna.org.pl

Tychy, 28.06.2024

Oświadczenie dotyczące projektu ALPHABETTER

W imieniu Fundacji Rozwoju Ekonomii Społecznej potwierdzam, iż Akademia WSB w latach 2022-2023 konsultowała zakres materiałów w obszarze przeciwdziałania analfabetyzmowi wtórnemu i funkcjonalnemu, które tworzyła wraz z partnerami w ramach projektu „Alphabetter - learning tools for preventing functional and secondary illiteracy” realizowane w ramach programu Erasmus+ KA220-ADU Partnerstwa na rzecz edukacji dorosłych.

FRES powstał w 2008 roku z inicjatywy osób zaangażowanych w działalność na rzecz profesjonalizacji podmiotów ekonomii społecznej oraz wsparcia grup i osób znajdujących się w trudnej sytuacji życiowej.

Jako osoba od lat pracująca z osobami doświadczającymi analfabetyzmu wtórnego i funkcjonalnego (seniorzy, osoby z niepełnosprawnościami, czy migranci) uznaję dokument „Strategie i narzędzia wsparcia dla grup zagrożonych analfabetyzmem funkcjonalnym” za uniwersalny i użyteczny w pracy ekspertów Fundacji Rozwoju Ekonomii Społecznej. Od momentu przekazania przez Akademię WSB kart memo wytworzonych w ramach projektu ALPHABETTER korzystamy z nich przy pracy z migrantami ukraińskimi, zwłaszcza tymi w wieku senioralnym, którzy nie znają języka polskiego ani angielskiego i którym ciężko jest odnaleźć się w nowej rzeczywistości. Karty są narzędziem bardzo przyjaznym i budzącym zaufanie wśród osób zagrożonych wieloaspektowym wykluczeniem społecznym, w tym ukraińskich migrantów.

Katarzyna Loska-Szafrńska

Prezes Zarządu



Zaświadczenie

Regionalny Ośrodek Polityki Społecznej Województwa Śląskiego kreuje politykę społeczną w województwie śląskim m.in. w obszarach polityki senioralnej, ekonomii społecznej, polityki społecznej, przeciwdziałania problemom uzależnień oraz przemocy.

RPOS realizuje założenia dokumentów strategicznych, m.in. „Program przeciwdziałania ubóstwu i wykluczeniu społecznemu w województwie śląskim na lata 2018-2023”, czy „Regionalny plan rozwoju usług społecznych i deinstytucjonalizacji w województwie śląskim na lata 2023-2025”.

ROPS odpowiada za kreowanie tych polityk w regionie poprzez współpracę z jednostkami samorządu terytorialnego oraz instytucjami realizującymi zadania pomocy społecznej.

Niniejszym zaświadczeniem potwierdzam, iż rezultaty projektu „Alphabetter - learning tools for preventing functional and secondary illiteracy” stanowią odpowiedź na ważne potrzeby pracy z osobami doświadczającymi analfabetyzmu wtórnego i funkcjonalnego. Dlatego też były przedmiotem konsultacji z gronem ekspertów ROPS oraz rekomendacji w 2022 i 2023 roku. Jednocześnie zawarte w nich materiały, narzędzia i analizy uznajemy za uniwersalne, dlatego są przez ROPS popularyzowane w otoczeniu instytucji realizujących zadania obszaru edukacji dorosłych oraz pomocy i integracji społecznej, a także brane pod uwagę bieżącej pracy nad kształtowaniem polityki społecznej w regionie.



**Regionalny Ośrodek
Polityki Społecznej
Województwa Śląskiego**

ul. Modelarska 10
40-142 Katowice

tel. +48 32 730 68 68

rops@rops-katowice.pl
www.rops-katowice.pl

*Regionalny Ośrodek Polityki
Społecznej Województwa
Śląskiego jest jednostką
organizacyjną Samorządu
Województwa Śląskiego*

Regionalny Ośrodek Polityki Społecznej
Województwa Śląskiego
DYREKTOR

Anna Zasada-Chorab

Tarnowskie Góry, 28.06.2024

List polecający

Niniejszym listem potwierdzam, że pakiet przeznaczony do edukacji osób dorosłych doświadczających zjawiska analfabetyzmu wtórnego i funkcjonalnego, jak i trudności w komunikacji, który został opracowany w ramach projektu „Alphabetter - learning tools for preventing functional and secondary illiteracy” stanowi wartościowe narzędzie edukacyjne i wykorzystywany jest w Środowiskowym Domu Samopomocy.

Środowiskowy Dom Samopomocy jest publiczną jednostką organizacyjną pomocy społecznej Gminy Tarnowskie Góry, prowadzącą specjalistyczne poradnictwo na rzecz osób z zaburzeniami zdrowia psychicznego, a także szeroko pojęte działania w obszarze integracji społecznej.

DYREKTOR
Środowiskowego Domu Samopomocy
w Tarnowskich Górach

Krzysztof Kralofil

.....



Katowice, 02.07.2024

Stowarzyszenie Gerontologów Społecznych

ul. Przyjazna 24 40-466 Katowice

Zaświadczenie

Stowarzyszenie Gerontologów Społecznych jest organizacją non profit, działającą w obszarach:

- Wspierania rozwoju badań z zakresu gerontologii społecznej i oświatowej, w szczególności poprzez: inicjowanie badań ogólnopolskich i międzynarodowych;
- upowszechniania wiedzy dotyczącej procesów starzenia się i starości poprzez: działalność wydawniczą, naukową i popularno-naukową.

Stowarzyszenie, jako organizacja zrzeszająca ekspertów wspomagała prace Zespołu Projektowego „Alphabetter - learning tools for preventing functional and secondary illiteracy” poprzez zaangażowanie swoich Członków w konsultowaniu pakietu edukacyjnego dedykowanego edukacji osób dorosłych.

Jednocześnie Stowarzyszenie rekomenduje ww. materiały do pracy z osobami doświadczającymi zjawiska analfabetyzmu wtórnego i funkcjonalnego.

Artur Fabiś

Wiceprezes

Stowarzyszenia Gerontologów Społecznych



**MĚSTSKÁ ČÁST
BRNO-STŘED**

Municipal District Brno-střed

Dominikánská 264/2,

601 69 Brno, Czech Republic

To: Whom it may concert

Subject: Support letter for **Alphabetter project**, KA220-ADU-9489F172-IO2 on development of functional literacy

I am writing to express the support of Brno-střed municipal district for the Alphabetter project combating functional illiteracy, enhancing the comprehensibility of selected forms for our citizens. This initiative is important to our community, as it aligns with our commitment to ensuring that all residents have equitable access to essential municipal services and information.

In our municipality, we have observed that a number of citizens face challenges in understanding and completing various forms required for accessing municipal services. This includes forms related to housing, healthcare, social services, formal support and other critical areas. The complexity of these forms often results in delays, misunderstandings, and in some cases, an inability to access services altogether. Addressing this issue is vital for promoting inclusivity, efficiency, and overall community well-being. The same goes with internal processes within the municipality.

The Alphabetter project offers an inspiration for innovative solution by utilizing methodology and techniques to simplify and enhance the comprehensibility of selected forms. By incorporating user-friendly language, clear instructions, and intuitive design visual elements, the project aims to make forms more accessible to all citizens, regardless of their literacy levels. This approach not only facilitates better understanding but also empowers individuals to engage more actively with municipal services.

Sincerely,

Bc. Petr Štika, MBA, LL.M.

General Secretary

In Brno, 12.7.2024

Statutární město Brno,
městská část Brno-střed
Dominikánská 2, 601 69 Brno

178

Bc. Petr Štika, MBA, LL.M.

General Secretary

Mgr. Petr Vrchota
General Secretary
Nám. T. G. Masaryka 9
378 06 Suchdol nad Lužnicí

To: Whom it may concern

Subject: Support letter for **Alphabeter project**, KA220-ADU-9489F172-IO2 on development of functional literacy

I am writing to express the support of our municipality for the Alphabeter project combating functional illiteracy, enhancing the comprehensibility of selected forms for our citizens. This initiative is an inspiration to our community, as it aligns with our commitment to ensuring that all residents have equitable access to essential municipal services and information.

In our municipality, we have noticed that some citizens struggle with understanding and filling out the various forms necessary to access municipal services. These forms cover important areas such as housing, healthcare, social services, and formal support. The complexity of these forms often causes delays, misunderstandings, and sometimes prevents citizens from obtaining the services they require. Tackling this issue is essential for enhancing inclusivity, efficiency, and the overall well-being of our community.

The Alphabeter project offers an inspiration for innovative solutions by utilizing methodology and techniques to simplify and enhance the comprehensibility of selected forms. By incorporating user-friendly language, clear instructions, and intuitive design visual elements, the project aims to make forms more accessible to all citizens, regardless of their literacy levels. This approach not only facilitates better understanding but also empowers individuals to engage more actively with municipal services. Based on the obtained project results we can enhance citizen approach, including formal and web interaction in selected agendas in the future.

Sincerely,

Mgr. Petr Vrchota
General Secretary



In Suchdol nad Lužnicí, 12. 7. 2024





Opinia o rezultatach projektu Alphabetter

Po zapoznaniu się z materiałami konsorcjum Alphabetter udostępnionymi mi przez realizatorów projektu pragnę podzielić się swoją opinią o ich jakości naukowej oraz praktycznej możliwości zastosowania w różnych kontekstach społecznych.

Bardzo wysoko oceniam nowatorski charakter zarówno metodologii treningu dla osób dotkniętych analfabetyzmem funkcjonalnym, jak i zamieszczonych opisów i instrukcji dotyczących możliwości wykorzystania przygotowanych narzędzi edukacyjnych. Opracowane materiały są niezwykle uniwersalne, mogą znaleźć zastosowanie w praktyce niezawodowej edukacji dorosłych. Szczególnym elementem innowacyjności przyjętych w projekcie rozwiązań jest koncentracja na wspieraniu społeczności migrantów. Do tej pory, ze względu na stopień trudności takiego wyzwania, takie narzędzia w Polsce nie zostały wypracowane..

Dominujące w Polsce podejście do profilaktyki analfabetyzmu funkcjonalnego, które kładzie nacisk na kształtowanie w procesie edukacji przede wszystkim umiejętności pisania i czytania ze zrozumieniem nie pozwala dostrzec pełnej skali zjawiska i często wypacza rozumienie jego istoty. Autorzy wyszli poza utarte uproszczone kategorie myślenia. Wypracowana w trakcie projektu Alphabetter metodologia jest innowacyjną strategią generowania elastycznych działań interwencyjnych w społecznościach migrantów, które są szczególnie narażone na problem analfabetyzmu funkcjonalnego.

Innowacyjność rezultatów projektu wyraża się także opracowaniem narzędzi, które spełniają wymogi multimodalności. Ponadto proponowana metodologia i dopasowane do niej narzędzia mają charakter kompleksowego oddziaływania pozwalającego na zastosowanie - po dokonaniu stosownej opisanej adaptacji - na różnych etapach rozwoju człowieka i w różnych środowiskach społecznych. Zamiast koncentrować się wyłącznie na skutkach zjawiska analfabetyzmu funkcjonalnego pozwala na skuteczną prewencję. Przedstawione narzędzia, najczęściej odwołujące się do zbioru grafik kodujących złożone symboliczne treści zazwyczaj nasycone znaczeniami kulturowymi obcymi dla grupy docelowej, mogą być w sposób bardzo prosty wykorzystane w pracy z dowolną grupą migrantów po dopasowaniu do konkretnego celu, np. wyjaśnienia na czym polega współpraca rodziców z instytucją edukacyjną, do której uczęszcza ich dziecko w sposób dostosowany do lokalnych regulacji.