INSIGHTS FROM THE CAPACITY-BUILDING ACTIVITIES

Emerging Technologies for Holistic Literacy in Adult Education

Co-funded by the European Union

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

Learning challenge first. Technology second

“The goal isn't to delay the digital future or reject innovation, but to ensure technology serves educational goals rather than dictating them.”

1

Digital inclusion requires more than access

Adults often need psychological safety, peer support and human guidance. Any resource, digital or otherwise, should be genuinely relevant.

2

Educators need time and support, not just technical skills

“We don't have enough pedagogical resources (...) we're good at improvising, but that's not a sustainable strategy”

3

Holistic literacy requires holistic approaches

“If you are not able to properly read or write, you cannot use emerging technology where you need to read and understand how to use it”

4

Practical and adaptable resources are essential

Practical, adaptable resources support better use of technology. They must be clear, simple, and easy to find.

5

Trust and relational teaching are what matter most

“Digital tools can't fix a lack of trust. What learners need first is a safe space, then they can start experimenting”

6

Low- and no-tech options matter at the start

“Ofline video materials, simplified audio exercises, functional mobile phone applications, printed visual aids generated with AI”

7

Context matters enormously: one size doesn't fit all

Materials should be designed with adaptability in mind, supporting practitioners to tailor them to learners’ needs, cultures and circumstances.

8

These findings are based on the feedback of over 300 participants gathered in webinars, in-person workshops and interviews across Europe, and are co-funded by the EU through the Erasmus+ ETHLAE project.