

Call for Examples of Good Practice in Raising Literacy Levels of Struggling Children, Adolescents and Adults in European Countries

One in five 15-year-old Europeans, as well as nearly 75 million adults, lack basic reading and writing skills. Not only does this make it harder for them to find a job, it also increases their risk of poverty and social exclusion, limiting numerous opportunities of cultural participation, lifelong learning and personal growth. Literacy is fundamental to human development as it enables people to live full and meaningful lives and contribute towards the enrichment of the communities in which we all live.

The European Literacy Policy Network (ELINET, see www.eli-net.eu) was founded in February 2014 and strives to improve literacy policies in all of its 28 European member countries. Inspiring change to raise literacy levels always relies on the good work that is already there. Therefore, the network is actively searching for **examples of good practice** in raising literacy levels **targeted at children at risk and struggling readers / writers among children, adolescents and adults**. We are looking for “good practices” and “promising practices” covering different areas and age groups, but aiming at a common objective: increasing access of all European citizens to literacy provision. In accordance with the **Report of the EU High Level Group of Experts on Literacy**¹ we are looking for examples with the following aims:

- Creating a literate environment
- Improving the quality of teaching
- Increasing participation, inclusion and equity.

Our call is based on the following working definition: “good practices” should be supported by scientific evaluation, whereas “promising practices” should be valued by practitioners (but need not yet to be scientifically evaluated); both kinds of practice ideally should also make efficient use of financial, material and human resources.

We do not see the term good practice as “normative” or “prescriptive”, nor do we believe that it can or should be replicated across all countries and contexts. We are well aware that good practice is highly dependent on the specific context in which it has been developed.

¹ You find this report on the ELINET website www.eli-net.eu.



The examples are therefore meant to inspire practitioners and policymakers to design new projects or programmes and to improve existing practice.

FORMS OF PRACTICE: The practices may cover different types of intervention:

- **Projects**, defined as combinations of actions with definite objectives, a clear target population and a limited time frame
- **Programmes**, defined as a combination of actions sustained over time
- **Policies**, defined as strategic directions formulated by countries or by regions (e.g. federal states or any other administrative entity), or by organisations such as NGOs, Foundations, etc.

AGE GROUPS: The practices may relate to any or all of the age groups covered by ELINET:

- **Children (0 – 10/12 years²):** Including family literacy; early childhood / preschool education; primary schools
- **Adolescents (10/12 – 18 years):** Secondary schools, vocational education and training (VET); adolescent literacy
- **Adults (16 – 65 years):** Tertiary education / adult education; adult literacy.

POLICY AREAS: The good practice examples have to be targeted at children *at risk and struggling* readers / writers in all age groups and should cover one or more of the following areas:

1. **Programmes / projects to increase participation** of disadvantaged children, adolescents or adults in literacy education and literacy development opportunities
2. **Literacy curricula**, e.g. (national) core curricula based on clear educational standards and embedding literacy instruction and promotion systematically in all school subjects and grades
3. **Screenings / assessment tools** for identifying struggling literacy learners in the different age groups in order to offer tailored support
4. **Quality monitoring programmes** related to benchmarks and standards in literacy education
5. **Support for literacy learners with special needs** (e.g. second-language learners / migrants / students from disadvantaged families / boys), e.g. **schools with a**

² The age range may be defined flexibly here. National education systems vary in starting and graduation ages, e.g. primary schools end in some countries with grade 4 (age 10), in others with grade 6 (age 12).



comprehensive literacy programme where literacy growth of all students and special support for struggling students is at the centre of school development

6. **Programmes / projects** which aim at supporting struggling children's, adolescents' or adults' engagement in **reading for pleasure** (in real-life or digital spaces), e.g. **schools, libraries or NGOs** running programmes of reading promotion addressing different age groups
7. **Programmes / projects** fostering **digital literacy** and multi-literacy skills of struggling children, adolescents or adults
8. **Initial teacher education programmes** which systematically build literacy expertise for teachers of all school subjects and grades
9. **Continuous professional development programmes** for teachers which systematically build / expand literacy expertise for teachers of all school subjects and grades
10. **Policy-making targeted at struggling literacy learners:** Defined as strategic directions formulated by countries or by regions (e.g. federal states or any other administrative entity) or by organisations such as NGOs or other employers. We are particularly interested in inter-sectoral policy-making in which literacy is recognised and supported in policy in areas other than education.
11. **Team 2 – pre-primary** - is looking for good-practice-examples for
 - (1) addressing the socio-economic and cultural background factors of emergent literacy and
 - (2) creating a supportive home environment (e.g. family literacy programs).

What we kindly ask you to do: Please submit your good practice example(s) by means of the template which you find attached to this Call.

Deadline: 15 March 2015

All examples submitted will be peer-reviewed by ELINET literacy experts and inspire the development of a **European Framework of Good Practice** in Literacy Policies. We will share a selected sample of good practice examples on the ELINET website.

We are looking forward to getting to know your good practice examples. In case of further questions, please do not hesitate to contact us!

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