



## Call for Examples of Good Practice

### in Raising Literacy Levels of Struggling Children, Adolescents and Adults in European Countries

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We'd like all network members and stakeholders to look for and provide **examples of good practice** in raising literacy levels of children, adolescents and adults in different areas. We are looking for “**good practices**” and “**promising practices**” covering different areas and age groups, but aiming at a common objective: increasing access to literacy provision in order to raise the literacy levels of children, adolescents and adults in Europe. In accordance with the **Report of the EU High Level Group of Experts on Literacy** 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 have proven practicability (but may not yet be evaluated); both kinds of practice ideally should also make efficient use of financial, material and human resources.

We do not see good practice as “normative” or “prescriptive”, nor do we believe that it can 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. 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 years<sup>1</sup>):** 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 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
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 comprehensive literacy programme** where literacy growth of students (and special support for struggling students) is at the centre of school development
6. **Programmes / projects** which aim at supporting 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 children, adolescents or adults

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<sup>1</sup> 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).



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:** 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 need from you: Please submit your good practice example(s) by means of the template which you will find attached to this Call (and in the near future as an online survey on the ELINET platform [www.eli-net.eu](http://www.eli-net.eu) ).**

In order to get coherent and comparable information about all projects, programmes and practices, we have developed a **common template**, which might need some adaptation in specific cases. Please provide information about your good practice by means of the online template on the ELINET platform, or in Word in case you need support from your national ELINET member, who might help you with translating project information into English if necessary. In case you don't feel capable of providing the requested information, please send in a short description of your project or programme (maximum 300 words).

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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