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**The use of children's literature in developing and promoting critical literacy in Europe: A mini-ethnographic case study**

Critical literacy is defined as the ability to identify and understand injustice in a written form of communication. It aims to help individuals to deconstruct the different norms of society and culture and to celebrate diversity. Although the growing need for social justice education has turned critical literacy into a favorable practice in many English-speaking countries, its application and its significance in Europe have not been sufficiently investigated. This project looks into how and in which ways European literacy projects address, define, and implement critical literacy in their practices. Additionally, it focuses on the different uses of children's literature in addressing issues of social justice and in shaping a democratic identity in the classroom.

To do so, a comparative mini-ethnographic case study research has been designed, which uses a Canadian project as point of comparison to two European projects in the United Kingdom and Finland.

In this poster, findings (interviews and observations) from the three visits will be presented and discussed with regard to the definition and application of critical literacy and the use of children's literature for social justice purposes.