



**Children Hybrid Integration: Learning Dialogue  
as a way of Upgrading Policies of Participation**

## Deliverable

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### D7.3 Guidelines for dialogic methods

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## Introduction to the guidelines

This document presents guidelines to utilise the tools produced through the research and development activities of the Child-UP project.

The guidelines are the introductory component of a multifaceted strategy to support those working with children to engage with the professional development when, and where, opportunities of professional development are presented. The training strategy presented in the guidelines is thus flexible, adaptable and aims for users to become leaders of their own, and others', professional development. Although the training strategy introduced in the guidelines is rich and articulated, there is not a fixed programme that must be followed. Instead, the guidelines aim to suggest how to make the most of the Child-UP support so that methodological insights directed to enhance dialogue, agency, and hybrid integration in multilingual and multicultural contexts can be understood and recognised. Although the meaning of key-concepts will be discussed in section 2 of the guidelines (it is also more extensively discussed in the Child-UP final research report and policy recommendations), it is here anticipated that hybrid integration refers to the anti-essentialist idea of integration as the outcome of contingent negotiation in both the public discourse and social interactions (for instance in schools), where every child's personal identity is valued and considered. Every child is acknowledged as author, and co-author of his or her identity, against pre-determined assumptions about culturally-connotated group membership. Migrant children, and all children, can exercise agency in constructing their identities and changing their social contexts. If such change leads to mutual recognition and dialogue, this is a situation of hybrid integration.

Child-UP strategy to support professional working with children develops across four dimensions:

- These guidelines. The guidelines aim to give some orientation to professionals working with children who are interested to enhance dialogue, agency, and hybrid integration in multilingual and multicultural contexts. The guidelines also clarify the theoretical framework that inspire and motivates Child-UP commitment to innovate practices when working with children towards dialogic practices. These guidelines offer an overview of how the Child-UP research findings are translated into sustainable and impactful professional development, with an ambition to become a staple of the landscape for those working with and for children. When promoting children's agency, it is vital to highlight, it is not an alternative to other forms of working with them, for instance teaching. Rather, it is an opportunity to



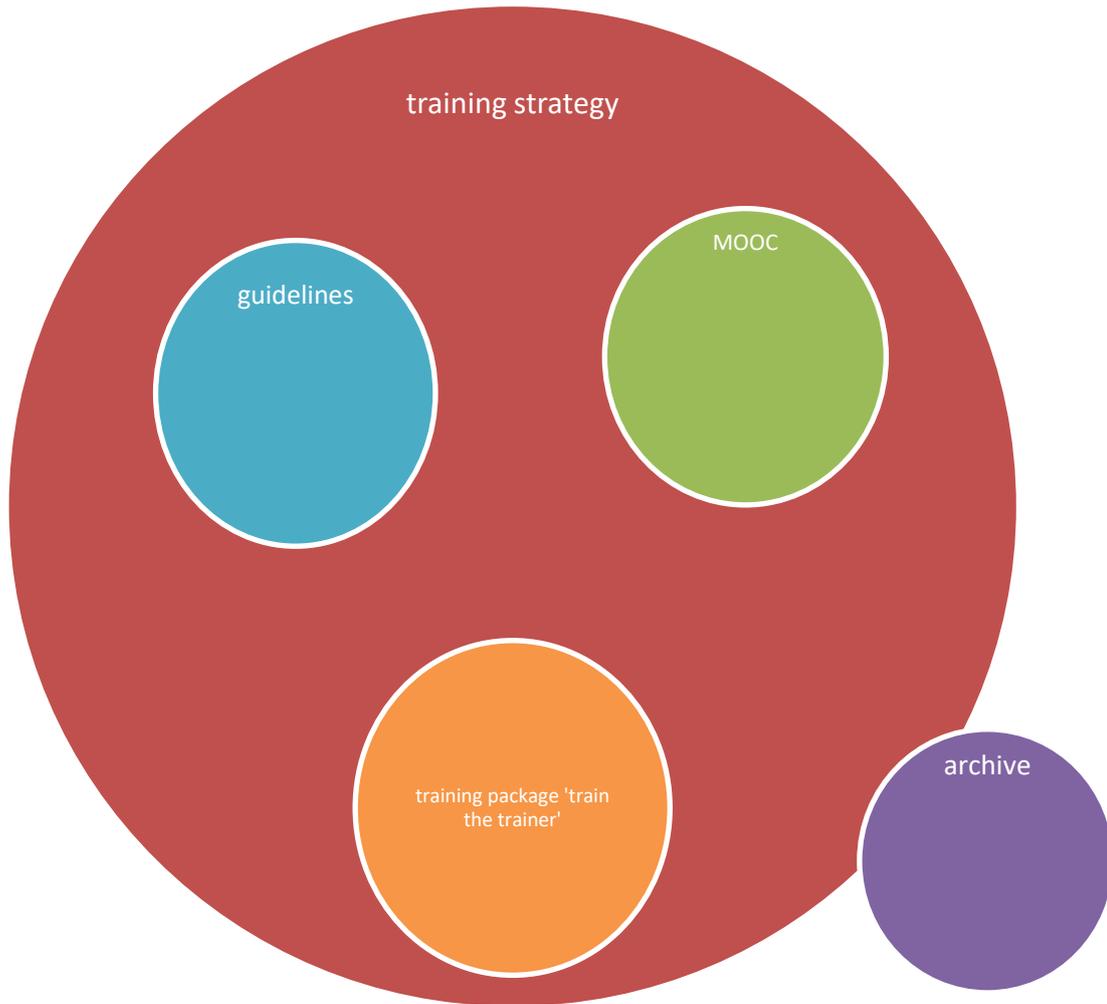
dialogue differently with children outside of established practices, because the idea is that promoting their agency can support and enhance children's learning and development.

- Child-UP training accessible as a Massive Open Online Course at [www.child-up.eu](http://www.child-up.eu). These guidelines introduce the 12 training modules based on evidence from Child-UP research. Access to MOOC offers hybrid learning experiences in that you can (i) print off hard copies of each module and related materials to use them in practice or (ii) engage with online power point training and online modules. An extended introduction to the MOOC will be offered in section 4 of the guidelines. Each module in the MOOC will engage with data from the different national contexts of the Child-UP research and across several age ranges. Data from Child-UP in form of transcripts of adult-children interactions, and sometimes of video- and audio-recordings are used to discuss, compare and analyse practices of working with children, and their different impact on children's agency. MOOC modules are logically articulated into sections so that participants can pause, return to practice, undertake observations and then return to the MOOC at a later time. Each module includes reflective questions that allow self-assessment of learning but as well as offering direction for observing professional practice through the lenses of the promotion of children's agency. The MOOC can be undertaken individually or as part of collective training. Module 12 of the MOOC support the use of materials to enhance children's agency, in particular materials available through the Child-UP archive.
- Child-UP Archive. The archive can be accessed (throughout a free online sign-up) at [movio.child-up.eu](http://movio.child-up.eu). The archive is a large repository of data from Child-UP research, which is available to support working with children. Data included in the archive offers examples of successful promotion of children's agency in form of transcripts, video- or audio-recordings across age ranges, from pre-school settings to secondary school settings. Data from Child-UP offer the users opportunity to compare the contexts of their work with children with other settings in different national contexts. The archive also includes data from interviews and questionnaires aimed to gather the assessment of children and professionals concerning practices to promote children's active participation.
- Training Package. Also labelled 'Train the trainer', the training package is available at [www.child-up.eu](http://www.child-up.eu). The training package is companion to the MOOC and a standalone resource. The training package collates all 12 MOOC modules and materials in a cohesive document that can be printed and kept in any professional working environment for easy



access. In addition to the MOOC materials, the training package offer guidance for professionals who aim to take a leadership role and train others in the use of methodologies to promote children’s agency and hybrid integration in multicultural settings. Hence, the training package is alternatively labelled as ‘train the trainer’ package. The underpinning idea is that a hard copy of Child-UP training and guidance to lead training for others, can facilitate access, peer-discussion and engagement with children and families in the broadest range of settings. The training package strengthen the already evident potential of the MOOC reflection, and self-assessment in, and on. everyday practice towards change led by professionals themselves, in line with the UN-SDG 4, ‘Quality Education’. Sustainability is achieved when engagement with Child-UP training transcend enhancing one’s own practice to impact peers, school and local networks as leaders of change. One of the aims of the archive, combined with the training package and the MOOC is to encourage reflection on the importance for professionals to consider engaging with and leading research in their classroom and wider working contexts. Overall, the training packages celebrates the process of reflection in interacting with practice. Promoting children’s agency is seen as an end product that can be more or less achieved; rather, it is seen as a journey that will evolve successfully if the engagement is with training and engagement with colleagues, children and families that is authentic.

## Child-UP training strategy



The guidelines do not attempt to prescribe a step-by-step work programme; rather, they aim to support work with children that is inspired by the ambition and outcomes of the Child-UP research. For this purpose, the guidelines are devised as a practical tool, easy to understand and quick to read. Nevertheless, the guidelines aim to combine usability with the capabilities offered by the deep data-driven knowledge produced by Child-UP; to achieve this general aim, the guidelines are well structured following a logical order across several sections. The sections that make up the guidelines are:

1. Summarised presentation of the ambition and objectives of Child-UP project. This section is key to contextualise the mission of the guidelines, that is, the ethos and methods of working with children that they can support;



2. Summary of the key concepts guiding the innovation that the guidelines are designed to support;
3. Based on scientific evidence produced by the complex Child-UP research, support ways of working with children that can enhance dialogue, agency and hybrid integration in multilingual and multicultural contexts. The scientific evidence produced by Child-UP indicates how actions that are described in the literature around the *methodology of facilitation* are more effective in enhancing dialogue, agency and hybrid integration in multilingual and multicultural contexts;
4. Connected to the Child-UP deliverables D7.4, 'Training package', D7.5, 'Massive Online Open Course', and D7.6, 'self-evaluation package', the guidelines offer a reflective description of (a) the training programme; (b) the materials that can be used within the training programme; (c) the Massive Online Open Course; (d) the self-evaluation package;
5. Description of the Child-UP archive ([www.movio.child-up.eu](http://www.movio.child-up.eu)). Section 5 of the guidelines also include support to reflect on the use of the Child-UP archive as a tool and a resource to promote hybrid integration through children's agency;
6. Suggestions and possible directions for the dissemination of experiences when working with children based on the methodology of facilitation.

Section 2 of the guidelines summarises the key-concepts underpinning innovation in working with children that a project like Child-UP aims to support. Section 2 clarifies the ethos, methods and the intellectual milieu of innovation that evidence from Child-UP can promote. Summarising key-concept helps understanding modes of working with children that the guidelines, the training, the archive and the self-evaluation activities can support. The key-concepts discussed are:

(a) agency, as a key concept to understand how Child-UP and its outcomes understand active participation of children Agency is a type of active participation that enhances social change. Agency is active participation where children's actions are consequential, that is, they can make a difference in their local social contexts, for instance the context of an interaction with adults and peers. An important note: 'making a difference;' does not necessarily refer to a generalised agreement with knowledge authored by children; rather, 'making a difference' refers to a situation where children's authored knowledge is considered and accepted as legitimate by all participants;

(b) epistemic authority, as the main way in which children's agency is displayed. Holding and showing epistemic authority refers to children's rights and responsibilities for constructing

knowledge in the local contexts of their experiences. Epistemic authority describes a position of children where they are much more than passive recipients of knowledge owned by adults; rather, children are authors of valid knowledge that can make a difference (consequentiality) for all participants in the social context for instance, the classroom;

(c) facilitation, as the form of communication that proves more effective in promoting children's agency. Such assessment is based on literature but mainly on data from Child-UP research activities. Facilitation is the most effective form of communication to promote agency because it positions children as owners of autonomous epistemic. Owning epistemic authority is a condition to access the role of authors of consequential knowledge. Knowledge is consequential insofar it makes a difference for all participants in the local social context. Making a difference does not refer to convey agreement; rather, it refers to the impossibility for all participant to ignore it. Facilitation is a form of communication: this entails a crucial theoretical point: children's agency is necessarily based on the combination between children's choices of action and adults' actions that promote these choices;

(d) dialogue. Facilitation changes the hierarchical distribution of epistemic authority in the adult-children interaction, affecting the hierarchical differences between adults' and children's roles and expectations. By positioning children as epistemic authorities, facilitation constructs three expectations that structure an innovative way of working with children. Facilitation makes relevant expectations of: 1) children's active and equal participation; (2) children as persons who can express their own perspectives, experiences and emotions; (3) unpredictable personal expression, which are preferred to standardised role performances. Such expectation are the fundamental structures that stabilised a form of communication called dialogue, where adults' actions support children's self-expression, take children's views into account, involve them in decision-making processes, and share power and responsibility with them.

Section 3 of the guidelines concerns the practical aspects of working with children based on the ethos, methods and results of Child-UP. It has been anticipated that the results of Child-UP research, in particular WP6 (also corroborated by the results of WPs 2 to 5) indicate that actions which are described in literature as component of facilitation prove to be more effective in enhancing dialogue, agency and hybrid integration in multilingual and multicultural contexts. Work with children must be adapted to local conditions, which are different both in terms of policy framework and cultural construction of intergenerational relationships, as suggested by the results of WPs 2 to 5. However, due to the consistent success of facilitation across the contexts of the research, both

in terms of age and localisation, it is possible for section 3 of the guidelines to offer directions with regard to the ‘how?’ question. How to promote children’s agency towards the construction of hybrid integration, which is considered by Child-UP the most preferable form of integration, because it combines agency with respect of cultural differences? Section 3 of the guidelines thus concerns the methodology of working with children, introducing the facilitative actions and the interlacement of facilitative actions that proved successful in the promotion of children’s agency, as shown by the rich corpora of data produced by Child-UP research.

Whilst the guideline’s mission is to offer a summarised, at-a-glance overview of the methodology of facilitation, the training resources further expand the discussion. Among the facilitative actions that constitute the pillar and the applied aspect of facilitation, the guidelines introduce invitations to talk/openings; questions (both as invitation to talk and support of ongoing talk); minimal actions of feedback to support the status of children as legitimate authors of knowledge; complex actions of feedback, such as formulation to position the children as epistemic authorities in a stronger way than minimal feedback (although complex feedback demands more interactive work from the adult); adults’ personal contributions to reinforce expectations of personal expression, equity and affectivity.

Developing from the results of Child-UP, driven by empirical data from observation of adults-children interactions, section 3 of the guidelines will summarise how different combinations of facilitative actions underpins a variety of facilitative styles, each of them favouring different forms of children’s active participation. Finally, section 3 of the guidelines discusses, driven by data, children’s reaction to facilitative actions as well as children’s personal initiative, the latter representing, if diffused in the context of the interaction, the most evident cue for the success of facilitation. The importance of adults’ reaction to children’s personal initiatives is presented in the guidelines as a pivotal aspect of facilitation which determines the viability of facilitation over time and its sustainability after initial success.

Section 3 of the guidelines concerns a methodology of working with children that applies the knowledge generated by Child-UP. Section 4 introduces two components of the strategy developed to support professionals working with children to put the guidelines in practice through data-driven training: Massive Open Online Course (MOOC) and the training package. The aim of section 4 of the guidelines is to invite attention towards the training package and to offer some initial direction to

maximise its benefit. However, it is important to highlight that the guidelines do not lend themselves as training material per se.

Section 5 of the guidelines is dedicated to present the main features of Child-UP archive ([www.movio.child-up.eu](http://www.movio.child-up.eu)). Section 6 is devoted to offer direction for a reflective approach to the use of the archive as an important resource to work with children pursuing the aim to promote hybrid integration through children's agency. A lengthier introduction to the archive is developed in the final Child-UP research report. Another document to support understanding and usability of the archive, with the addition of technical notes, is available as a stand-alone deliverable.

Section 6 of the guidelines is interested in supporting activities of dissemination of working with children inspired by the guidelines and training developed from Child-UP research. Whilst there is a whole component of the Child-UP project specialising in the most effective strategies for dissemination, led by IIHL (WP 8), the guidelines offer a quick outlook on the basic component of successful dissemination. 'Successful' here refers to the capability of dissemination to generate impact, for the benefit of children and stakeholders. Dissemination of innovative, research-led, and evidence-based practices may concern the work with children itself, the underpinning methodology and the outcomes of work with children. The guidelines thus invite reflection on the need to start dissemination of a project of innovation in working with children from its early stages, developing it as a continuous process. The guidelines also invite reflection of the different levels of dissemination, from the most local level, for instance, the school community to the level of the institutions that are responsible for overseeing the general direction of working with children.

The point of dissemination is that through dissemination, any project of innovation can be transferred into policy actions, for instance in schools and educational services, becoming a driving force in the implementation of dialogic practices and agentic participation.

## 1. The framework of the guidelines. The ambition and objectives of the Child-UP project

### 1.1 The ambition of the Child-UP project

The first section of the guidelines summarises the ambition of the Child-UP project. The ambition of a project defines its identity and with that, the identity of the deliverable produced throughout its life, such as these guidelines. This section is key to contextualise the philosophical and methodological framework of the guidelines. The ambition of Child-UP moulds the ethos and methods of working with children that the guidelines aim to support, starting from the interest in enhancing dialogue, agency and hybrid integration in multilingual and multicultural contexts.

The general ambition of Child-UP is to analyse the conditions of integration in communities, social protection systems and education systems. Child-UP analyses ways and problems of migrant children's participation in constructing knowledge, claiming their right to produce knowledge, and participating in changes in their social context. Child-UP is therefore interested in understanding how to enhance migrant children's agency in terms of their capability to both shape their own identities and to influence their social contexts (for a detailed account of the actions that constitute the analysis, please refer to Child-UP final research report and to the individual research reports delivered by WPs 2-6). This ambition is not motivated by a speculative interest in knowledge; rather, it is instrumental to address the qualities, actions and programmes that support or hinder children's agency in their own hybrid integration. Migrant children in Europe are living in a variety of state contexts. These contexts have the capacity to support and hinder hybrid integration. However, little is known about how the mechanisms supporting systems may influence children's agency and hybrid identity.

The underpinning idea of Child-UP, based on literature as well as on recent, related EU-funded project (for instance, please see [www.sharmed.eu](http://www.sharmed.eu)) is that dialogic practices may enhance: (a) equity, the fair distribution of active participation in interactions; (b) empathy, expressions of sensitivity to interlocutors' interests and/or needs; (c) empowerment, treatment of disagreements and alternative perspectives as enrichments in communication. Child-UP aims to generate new knowledge through empirical research and scientifically sound analysis. The knowledge produced is utilised to construct methods and methodological suggestions for dialogic practices that can be effective in enhancing migrant children's agency and hybrid identities.

Methodological suggestions for dialogic practices that can be effective in enhancing migrant children's agency and hybrid identities are thus data-driven to include guidelines for dialogic methods, the MOOC and a package for professionals' training to operationalise the research-based materials and the guidelines for dialogic methods. Ancillary to the training package is the Child-UP archive, which can provide a wide array of examples from real, naturally occurring, dialogical practices. The logical architecture of the methodological suggestions regards the guidelines as its foundation: the guidelines can be utilised to approach in the most fruitful way the training package, the MOOC but also the Archive.

Child-UP commitment to identify and disseminate data-driven methods to promote dialogical practices is not only fuelled by the ambition of combining cutting-edge speculative knowledge with applied, impactful, knowledge. The construction of methods to enhance dialogue, agency and hybrid integration in multilingual and multicultural contexts is also key for the suitability of the project, in line with the UN SDGs agenda: the guidelines and the training package will be available after the completion of the project to support an enduring change in interventions and policies of integration through a dialogic system, where recommendations for good practices at the micro-level (specific interactional activities) and meso-level (schools and other local organisations), enable reflection at the macro-level (policy-making at local, national and European levels).

## 1.2 The objectives of the Child-UP project

The ambition of Child-UP is to understand, based on research-driven knowledge, possible ways to enhance migrant children's agency in terms of their capability to both shape their own identities and to influence their social contexts. Its ambition commits Child-UP to a methodologically sound analysis of practices that position migrant children as actively contributors to the social and cultural conditions of their integration. The fulfilment of the project's ambition entails the achievement of a several interrelated objectives, that can be articulated in four categories: Research Objectives; Methodology Objectives, Interventions and Policies Objectives, Dissemination and communication Objectives.

Although all four categories are interrelated, with each category of objectives contributing to the achievement of objectives in the other categories, it is possible to identify the general aim of the individual categories:

- Research Objectives aim to produce knowledge;
- Methodology Objectives aim to develop innovative tools for scientific research;



- Intervention and Policy Objectives aim to empower migrant children as active contributors to a change in their condition of integration, as part of a more general empowerment of all children as social agents that can make a difference in the contexts of their social experiences;
- Dissemination and Communication Objectives aim to disseminate the outputs of the research produced on achievement of the Research, Methodology, and Intervention & Policies objectives. Key to sustainability, Dissemination and Communication Objectives also aim to multiply impact of Child-UP research.

These guidelines are designed to offer directions to those professionals working with children who are interested to enhance dialogue, agency, and hybrid integration in multilingual and multicultural contexts. Descending from the vocation of the guidelines it is their closer link with Research Objectives and Intervention and Policy Objectives. In particular, the guidelines contribute to the:

- Research Objective of understanding ways of enhancing migrant children's positive expectations, trust and active participation in education and social protection;
- Intervention and Policy Objective of improving the ability of children, professionals and policy-makers to understand and intervene in the gendered structures that affect integration;
- Intervention and Policy Objective of suggesting dialogic methods that can be applied in different educational institutions at the European level and which can allow substantial and significant contributions to support children's ability to act creatively and autonomously;
- Intervention and Policy Objective of [providing research-based materials, guidelines for intervention and evaluation of the intervention, interactive training packages, both online and in person, for professionals.](#)

## 2. Key-concepts

An expanded version of the key-concepts underpinning the ambition and the design of the Child-UP project overall can be included within the final research report as well as, limitedly to the relevant concepts, in each WP-related research report. The references from all literature are also included in the research reports.

The research reports are available via the Child-UP website ([www.child-up.eu](http://www.child-up.eu)). For use in the guidelines, the key concepts that are more closely related to the mission of the guidelines are introduced, because they have important implications for an informed approach to the use of the MOOC, the training package and the archive.

### 2.1 Agency of children

Children are frequently seen as a vulnerable group, in need of protection; this narrative is further strengthened regarding migrant children. Narratives of vulnerability underpin the commitment to protect and support children and in particular migrant children; nevertheless, they also obscure their successful adjustment and active contribution to the host society.

Child-UP builds on the established theories of children's agency that position children as agents in the 'here and now' of their social worlds. The 1989 United Nations Conventions on the Rights of the Child combines the more traditional rights to protection and education, already present in the 1959 Declaration of the Rights of the Child with the introduction of children's rights to participation, particularly to express their views and to be heard in administrative and juridical practices (article 12), to personal expression and thinking (articles 13 and 14), to participate in cultural and artistic activities (article 31). The acknowledgement and promotion of children's active participation and, within this intellectual framework, the promotion of migrant children's rights to contribute to their own integration is the pillar of Child-UP, justifies the very design of the research and motivates the developments of the tools presented in the guidelines. This is a pivotal point for a fruitful use of the package of training and the archive: such tools are useful conditionally on their use to implement work with children (as well as to implement reflective, professionals-led, training for and from professionals) that consider children's agentic participation as a resource for working with them.

'Agentic participation' connotes a form of participation based on agency. Children's agency is a specific form of participation, based on availability of choice for children to promote change in the social contexts of their experiences.

Agency is a key concept to understand children's actions. It is the particular form of active participation enhancing social change. In adults-children interactions, agency is shown by the attribution to children of rights and responsibilities for constructing knowledge (epistemic authority). Children's agency is related to existing social structures and relational constraints. Structural limitations of individual participation in social processes are unavoidable, and particularly relevant for children. However, the range of individual actions can never be completely predefined by social structures and relational constraints.

Child-UP intersects the concept of agency with non-essentialist theories. The rejection of essentialism is a pillar of Child-UP research and underpins all the outcomes produced through its actions. Essentialism contradicts personal expression because standardised, culturally-connotated, expectations are promoted rather than expectations of personal expression. Non-essentialist theories are also important for Child-UP regarding the project's approach to the issue of identities. Non-essentialist theories question the assumption of permanent membership of cultural groups. Rather, cultural identity is understood as a contingent result of negotiation in both public discourse and interaction. The concept of contingent construction of identities is key, because if identities are contingent, they can change, thus expanding the scope of agency participation in interaction.

The acknowledgment that children's agency can impact on identities support the case for the relevance of the Child-UP research not only regarding the promotion of agency but also to the promotion of agency that can negotiate, co-construct, change, forms of identities in multicultural contexts.

Hybrid identity refers to cultural identities that are negotiated in interactions, fluid, flexible, loose, ontologically morphing. The intersection of agency with non-essentialist theories underpins the tools developed through Child-UP as well. In particular, the enhancement of dialogue, agency, and hybrid integration in multilingual and multicultural contexts that the guidelines aim to support is characterised by: (a) the rejection of crystallised and unchangeable cultural identities; (b) the idea that children, and migrant children, are agents that construct their identities and their social contexts; (c) the understanding of 'integration' as 'hybrid integration', where hybrid identities are constructed. Hybrid integration offers an alternative to assimilationism, the risk of which has been often presented as a negative corollary of integration.

## 2.2 Education and agency

The rejection of essentialism does not imply the rejection of the more general idea that the social context of children's lives influences children's agency, therefore children's construction of identity. For instance, participation and identity construction depend on the type of socio-cultural context we find ourselves in. Education is a socio-cultural context where children's agency can encounter important obstacles. These guidelines help to design and implement ways of working with children that can reduce the impact of such obstacles to children's agency in educational contexts.

In the mainstream discourse on education, valid knowledge is constructed and delivered exclusively by adults; children are not trusted as authors of knowledge. The intergenerational hierarchy is emphasised further in the case of children with migrant backgrounds because of difficulties in the use of language and in socialisation, to the point that 'deficit' becomes a core feature of these children's identity. Whilst not denying the objective difficulties experienced by migrant children in schools across Europe, Child-UP identifies structural underpinnings of such difficulties. Schools are identified as acculturative contexts for migrant children. School curricula, norms of behaviour, values and implicit assumptions are tools to secure children's adaptation to the school context. For instance, migrant children are invited to adapt to expectations concerning their cultural identity. Much less interest is accorded to the promotion of children's active participation.

Nevertheless, Child-UP recognises that education can improve the potential of children's agency and their ability to act in order to change the social conditions of their lives. The benefits of children's agency may be considered as both individual, in terms of children's empowerment, access to information and new skills, and social, in terms of better services, improved decision-making and democracy.

Dialogue is based on the positive value of active and equal participation, perspective taking, and empowerment of expressions. It enables the equal treatment of different perspectives, opening the floor to all kinds of diversity in the form of personal trajectories, thus also opening the floor to personalised production of hybrid identities. Considering its characteristics, dialogue seems to be compatible with the development of bottom-up processes that can change the position of educators and enhance expectations of children's agency. Child-UP aims to analyse dialogic forms in schools in different interactive contexts:

- second language learning. Integration of migrant children who do not speak the host language is a main concern for schools and in schools. Whilst acknowledged in its importance, second language teaching is not always effective. This supports the plea for the relevance of innovative practices; Child-UP analyses whether second language learning is based on dialogic methods improving children's agency and hybrid identities;
- intercultural education. Intercultural education is considered extraordinarily important in Europe, but not widely practiced. Child-UP aims to analyse effective dialogic practices of intercultural education, observing if this education enhances fluid and malleable hybrid identities as contingently constructed in communication;
- language and intercultural mediation. Support of migrant children's knowledge of their native language and support of multilingualism in general are infrequent in Europe. Child-UP aims to analyse if and how language mediation can create the conditions for cross-cultural adaptation;
- dialogic facilitation of interaction. Child-UP analyses how facilitation is achieved through different ways of supporting children's agency, encouraging their personal expressions and involving them in decision-making.

The analysis of dialogic practices highlights the importance of actions that can enhance children's agency in schools by enhancing children's authority in accessing and producing knowledge, therefore attributing them rights and responsibilities for authoring knowledge. Agency and construction of knowledge can be expanded beyond the school context.

## 2.3 Facilitation

While active participation can happen anytime in communication, with predictable consequences, the achievement of children's agency needs the promotion of specific opportunities of children's action as choice and construction of knowledge. It needs promotional forms of communication, where children's exercise of agency is based on the combination between children's choices of action and adults' actions that promote these choices. This combination characterises the methodology of facilitation.

Facilitation is a form of communication that aims to change the hierarchical distribution of epistemic authority in the adult-children interaction, affecting the hierarchical differences between adults' and children's roles and expectations. Facilitation includes any organized sequence of adults' actions that enhance children's agency and children's actions that display agency. Facilitation gives positive value to (1) children's active and equal participation, (2) the treatment of children as persons who can express their own perspectives, experiences and emotions, and (3) expectations of unpredictable personal expression. Facilitation enhances and promotes dialogue, as a specific form of communication in which adults' actions support children's self-expression, take children's views into account, involve them in decision-making processes, and share power and responsibility with them. Facilitation positions all children as authors of valid knowledge. The potential of facilitation motivates Child-UP commitment towards the construction of data-driven training in the use of facilitation. Child-UP aims to provide data-driven suggestions for professionals' training, producing methodological guidelines and tools for self-evaluation to support practices and training.

## 2.4 Multiculturality and the construction of small cultures

Working with children in education, social services and any other context, is observed as 'multicultural' when there is a presence of children with diverse backgrounds and identities. Child-UP criticises this view as 'essentialist', bearing the risk of supporting the idea that a child's individual behaviour as fatally constrained by cultural membership. This is a consequence of essentialism which is based on the idea that cultural identities are somehow present before and independently from communication. Thus, intercultural dialogue is seen as mutually acknowledgment of

differences that cannot be changed or negotiated. This is the pillar of the innovative ideas of hybrid integration. Hybrid integration is based on the anti-essentialist idea of integration as the outcome of contingent negotiations in both the public discourse and interaction, where each and every child personal identity is valued and considered. Every child is acknowledged as author, and co-author of his or her identity, against pre-determined assumptions about culturally-connotated group membership. Migrant children, and all children, can exercise agency in constructing their identities and changing their social contexts. If such change leads to mutual recognition and dialogue, this is a situation of hybrid integration.

Underpinned by an anti-essentialist, constructivist, ontology of personal identities and hybrid integration, facilitation does not assume that the variety of cultural backgrounds automatically produces a multicultural situation. For facilitation, the point is whether cultural backgrounds are made relevant in, and by, communication, which is not to be assumed. Thus, facilitation focuses on *how* cultural issues and meanings of identity are presented and received in interactions. Facilitation aims to create the condition for dialogical negotiations (dialogical as based on equity, empathy, and expectations of personal expressions) of cultural meanings. The contingent constructions of cultural meanings through dialogic negotiation can be defined as small cultures. 'Small' refers to their contingent construction and their connection with the contextual conditions of it. The concept of small cultures is underpinned by an anti-essentialist view, observing identity as fluid, malleable, and contingently constructed in communication, without insisting on predefined cultural identities. For an anti-essentialist perspective, a social situation is not necessarily 'multicultural' when individuals are involved with different cultural identities' rather, a social situation is multicultural when participants in this situation choose to make it multicultural, for instance focusing on cultural meanings of their experiences and identities. In these situations, 'multiculturality' refers to the authorship of personalised narratives of small cultures in real interactional practices.

Facilitation focuses on personal experience and knowledge, deconstructing narratives of cultural identity. However, it is true that facilitation does not exclude the risk of promoting essentialist narratives of cultural identity, particularly when children's personal experience and knowledge is used to facilitate dialogue on cultural issues and identity. Nevertheless, the promotion of children's agency can avoid the cultural categorisation of children, because agency entails the epistemic status of children as authors of knowledge, which may include authorship of personalised versions of cultural meanings.



### 3. Working with children to enhance dialogue, agency and hybrid integration in multilingual and multicultural contexts.

Child-UP supports work with children aimed to enhance dialogue, agency, and hybrid integration in multilingual and multicultural contexts. The most important target groups of activities based on the tools produced by Child-UP are migrant children. Nevertheless, *all* children can benefit from the promotion of agency in the most important contexts of their social experiences. Differently from previous projects, Child-UP has produced data that legitimises the feasibility of work with younger children in pre-school settings. On the other end of the age-spectrum, there is no upper age-limit, in principle. Work with children committed to enhance dialogue, agency, and hybrid integration in multilingual and multicultural must be adapted to local conditions.

#### 3.1 The actions that make facilitation

The Child-UP project support a way of working with children based on a research-driven methodology to facilitate children's agency as a condition for hybrid, person-centred, integration. The analysis of facilitation of children's agency in the settings of the research, that it, across ISCED 0-3 and across seven national contexts, allows Child-UP to identify what can work, in practice, to promote children's agency. A detailed account of the analysis undertaken throughout the Child-UP project is available as a publicly available document, that can be downloaded through the Child-UP website ([www.child-up.eu](http://www.child-up.eu)). Methodology of working with children is a complex issue that deserves great attention. Here we provide some short guidelines that corroborate the use of the training package.

Child-UP data suggest that successful facilitation can take different forms; however, the common feature of all forms of successful work with children is that they are all based on a mix of facilitative actions. The main facilitative actions that proved effective in promoting children's agency as the social condition for hybrid integration can be identified, and should be considered key for successful work with children motivated by the ethos of Child-UP



- invitations to contribute, to take the role of authors of knowledge (invitation to talk), the role of elicitors of participation (invitation to ask) or the role of co-author of knowledge (invitation to add and expand);
- questions which enhance participation showing a genuine interest in children's points of view;
- formulations where the interpreter summarise, explicates or develops the meaning of the gist of children's narratives or contributions;
- minimal feedback which show listening and attention and favour the fluidity of conversations

Those actions can be combined in a phased approach to facilitation: an initial phase to encourage and promote children's agency, centred around invitations to talk, questions and formulations; subsequently, another approach to facilitation has proved successful to support children's participation over time, based on minimal responses allowing children to take the floor continuously.

A thorough discussion of facilitative actions and their implications for the promotion of children's agency is offered through the Child-UP research report. The training, including the MOOC version, support the practice of facilitation and the dissemination of facilitating skills. However, these guidelines present the main characteristics of facilitative actions in a summarised way, that can be used to guide observation of practices and reflectivity in and on action.

### ***3.1.1 Invitations to contribute***

Invitation to contribute can promote both the beginning of the process of communication and its continuation (inviting to add details and to ask questions to the presenter). There is a variety of types of possible invitations.

- Inviting to talk is the first and most obvious type of facilitative action. The facilitator's invitation can be stressed in several ways: for instance, through prefacing, interlocutory and verbal forms;
- Inviting to ask is a way of favouring further expansion of an ongoing contribution by inviting other participants to ask questions;



- Inviting to add and expand may be addressed to position other participants as possible authors of knowledge by commenting on ongoing contribution, adding more contents or personal comments. Invitations to add and expand are pivotal for the development of interlaced narratives therefore they play an important role in creating conditions for the negotiation of hybrid identities.

It can be useful to combine different types of invitations, regarding presentation, additional elements, expansions and questions. Nevertheless, these guidelines also invite attention to problems that can arise when the invitations are generic so that expansions are not sufficiently oriented. Problems can also arise when the invitation is too narrowly thematised, in a way that the topic of the expansion cannot be shared or valued as interesting by other participants.

### ***3.1.2 Questions***

Questions are a key facilitative action to support children's agency as their access to the role of authors of knowledge. The two main types of question, each with different implications for the promotion of agency, are:

- Focused questions aim to enhance a short answer, such as a yes or no, or a choice between two alternatives. This does not imply that the answer is short, but certainly invites a short answer.
- Open questions suggest expanded answers, as they do not provide any suggestion about possible answers (such as a yes/no, or possible alternatives). Given that they do not provide any suggestion, when they work well, open questions can enhance expansions contributions. Open questions are useful to start to develop children's narratives.

Different types of questions can be combined for this purpose. Through this combination, facilitators can become co-authors of knowledge. Data from Child-UP show that open questions can be followed by series of focused questions, to check and clarify meanings of contributions. Focused and open questions may be combined, thus enhancing checking, clarification and expansions of children's contributions. Series of questions are particularly effective when focused questions and

open questions are combined and alternated. This combination allows to check and clarify whilst enhancing expansions to sustain agency as authorship of knowledge over time.

### ***3.1.3 Facilitative actions of minimal feedback***

Continuers and repetitions. These are minimal types of feedback showing attention to children's contributions. They have the function of supporting children's active participation and production of narratives.

- Continuers are very short actions of feedback that invite children to continue to talk. They include interrogative confirmations, short confirmations and para-verbal signals).
- Repetitions reproduce the previous turn or part of it, thus showing listening and encouraging further talk.

Continuers and repetitions can be used independently from social and cultural contexts. They display "active listening", that is, sensitivity for personal expression. Repetitions of words or parts of sentences show listening more explicitly than continuers. This however does not mean that they are more effective in sustaining children's agency over time

Acknowledgment tokens have the function of recognizing the importance of specific aspect of children's contributions. Acknowledgement tokens can show a positive feedback more clearly than continuers and repetitions. They have the function of showing recognition of the interlocutor's right of talk. This type of feedback is not merely effective in supporting continuation of talk, because it also displays appreciation and the consequentiality of children's agency.

### ***3.1.4 Facilitative actions of complex feedback: formulations***

Formulations can be utilised as facilitative actions to elaborate the gist of previous utterances. Formulations are a powerful type of support for children's agency as authorship of knowledge. Child-UP data capture two types of formulations that prove effective in giving feedback to the children's contributions in a way to reinforce their epistemic authority: (a) explications of children's utterances, which clarify their contents; (b) developments of children's utterances, which add information to their content while preserving a clear reference to it. Formulations frequently follow question-answer sequences: facilitators start with a question, then they formulate the children's answers. Formulations can be introduced by acknowledgements and followed by questions in more complex turns at talk. The use of questions after formulations uses the power of questions to

enhance recipients' immediate reactions. Data suggests that adding questions after formulations does not seem particularly effective in enhancing children's contributions when questions are focused. It seems more effective if questions are open. It is important to observe that combining formulations and questions is a way to speed the interaction up, rather than to give more space to children's contributions. As an empirical indicator of the success of complex forms of feedback such as formulation in promoting children's agency by showing attention to their contributions consists in children's expansions; children's willingness to use the formulation as the platform for further authorship of knowledge signal that formulations are successful in enhancing agency. Nevertheless, when formulations are followed by very short confirmations, this is not necessarily evidence of failure. When formulating a turn at talk or several turns at talk, the facilitator necessarily accesses the role of (co)author of knowledge: this can temporarily reposition adults as the teachers and children as recipients of adults-owned knowledge. However, such repositioning which is a side-effect of the use of formulations can be reverted through facilitation. Minimal reactions to formulation can be followed by facilitators' attempts to invite further participation using invitation to talk or to add to the formulated gist. Data from Child-UP indicate the important role of facilitative actions following minimal reaction to formulations.

### ***3.1.5 Facilitators' personal contributions***

Facilitators' personal contributions are facilitative actions that can promote children's active participation. They can be particularly effective because they markedly make relevant expectations of personal expression and empathy, that is, two core components of dialogue. Nevertheless, facilitators' personal contributions need to be carefully measured to avoid the risk of imposing facilitators' points of view. In a more stringent way than formulations, when producing a personalised contribution, the facilitator positions him/herself as an author of knowledge: this can temporarily reposition adults as the teachers and children as recipients of adults-owned knowledge. Special attention is therefore needed in the use of personal contribution; however, this is balanced by their power in re-structuring expectations towards personal expression. Data suggest that facilitators' personal contributions, if successful, are the most determinant in securing the sustainability of facilitation over the course of the interactions, with implications also for trust building. Three main types of facilitators' personal contributions emerge from Child-UP data:



- Personal comments are “upshot” formulation, that is, a formulation that, rather than elaborating the gist of children’ previous utterances, creates new meaning, which is thus authored by the facilitator. Personal comments can be an effective way of supporting children’s contributions, giving them a positive meaning. Personal comments can also enhance children’s reflection. However, comments can undermine children’s agency when they interrupt children’s contributions or when they try to divert them towards the facilitator’s, and not the children’s agenda.
- Appreciations provide affective support to children’s agentic participation, targeting specific contributions. Appreciations can address children’s personal attitudes channelled by the stories they share; they can also address children’s participation itself. In this latter case, the object of appreciation is children’s choice to trust the possibility of agentic participation. The risk entailed in the use of appreciations is that, when not systematic, the unequal distribution of appreciation can be seen by children as a form of assessment. This can break the circle of trust and invite risk avoidance of agentic participation. A second risk entailed in the use of appreciations is related to ‘over-use’: if utilised too often, appreciations become a routine and therefore lose power and authenticity. The excessive use of appreciations can also disrupt the flow of children’s contributions. Therefore, it is important to be cautious in making use of appreciations. This is particularly true for the use of appreciations to support the production of stories that may be delicate regarding (a) their content; (b) relations that they touch upon.
- Personal stories are a way for facilitators of showing personal involvement in the interaction (rather than role-based involvement) as well as empathic closeness to children. By sharing personal stories, facilitators display they have a “story” to tell too, thus improving children’s perception of them as committed persons, rather than as interpreters of a routine based on their role. The choice of risking trust in children by sharing personal stories is a powerful way to invite children to trust the interaction. Personal stories are the most powerful form of personal contribution due to their capacity to structure the expectations towards personal expression and mutual trust. At the same time, personal stories are the riskiest facilitative action because they entail the most evident adults’ access to a higher epistemic authority and the consequent repositioning of children as recipients of adults-owned knowledge.

### 3.2 Children's unpredictable initiatives and facilitation

The above guidelines refer to the most effective and coherent forms of facilitation observed in practice. However, it is also important to acknowledge that children's participation can be supported also using forms of facilitation where adults retain more control over the interaction, whilst children's agency is somehow limited. There might be a case for the use of such forms of facilitation to support children's participation in situations where expectations built around the traditional forms of education are strong and a sudden change towards facilitation could harm participants' trust. Nevertheless, it is noted in these guidelines that forms of facilitation where adults retain degrees of control over the development of the interaction and positions themselves as superior epistemic authorities impact negatively on dialogue and children's agency. Their use should be therefore carefully considered and coherent forms of facilitation should be preferred as more effective to fulfil the aim of promoting hybrid integration through agency.

Child-UP data suggests that it is probable that children react positively to facilitators' invitations and questions, minimal feedback, formulations and personal contributions. 'React positively' refers to the successful promotion of children's agency as a condition of the negotiation and construction of forms of hybrid integration.

Successful promotion of agency implies that children trust the possibility of personalised participation which entails, differently from hierarchical, adult-centred, ways of working with children, scenarios where children take unpredictable initiatives.

Initiatives are defined 'unpredictable' when they are not a reaction to facilitators' actions. These initiatives can be responses to other children, requests of taking the floor, interruptions of conversations and stories. Children's unpredictable actions are cues for children's agency.

However, it is a responsibility for these guidelines to note that children's unpredictable actions may represent a challenge for facilitators' coordination of the interaction. For instance, actions outside of the framework designed by facilitative can disrupt other children's contributions, therefore other children's rights to talk. These situations represent a dilemma for facilitation, because two instances of agency, the one underpinning the unpredictable disruption, and the one underpinning the disrupted contribution, seem to be clashing.

This dilemma is always solved in practice, as Child-UP data show, offering guidelines for facilitators who may well encounter such dilemma. A basic distinction is the distinction between facilitators' coordination of children's initiatives and children's interruptions of conversations and stories which

enhance the facilitator's management. Such distinction is pivotal for the evolution of facilitative practices. The facilitators' reactions to children's disruptive personal initiatives are both a cue for the solidity of facilitation but also a powerful action of role-modelling for children which can reinforce wither hierarchical or non-hierarchical relationships in the context of the interaction.

- Facilitators can clarify the meaning expressed by the interrupting children or respond to the interruption, in this way legitimising the unpredictable initiative. In these situations, it is recommended to add forms of appreciation for the contribution interrupted by the unpredictable initiative. The use of appreciation combines supports of the two concurring instances of agentic participation;
- Facilitators can discourage children' interruptions when their interest in the ongoing contribution prevails or when they prioritise the agency of the current speaker. A mitigated way of discouraging interruptions consists in a short feedback to then returning immediately to the ongoing narrative. This is recommended, as it manages to combine appreciation of both instances of agentic participation. Facilitators can avoid responding to children's interruptions if they think it is important to continue to support the ongoing narrative. Direct sanctioning of interruptions is not recommended because it would re-enact expectations of hierarchical relationships that harm trust in agency and personal expression.

### 3.3 The challenges for facilitation

The most important problem of facilitation is the upgrading of facilitators' epistemic authority that limits the promotion of children's agency. Epistemic authority is a key-issue for facilitation. Facilitators are necessarily active in producing knowledge by coordinating interactions. It is illusory to think that facilitators' role as authors of knowledge can be erased. The challenge for facilitation is to combine facilitators' epistemic authority with the promotion of children's epistemic authority so to consistently upgrade children's authority in narrating, commenting, showing their feelings. Facilitation fails when facilitators' epistemic authority is not used to promote children's agency. These are the cases when facilitators' epistemic authority undermines children's access to the role of authors of knowledge.

Practical examples of failures of facilitation related to the missed used of facilitators' epistemic authority to support children are offered by situations where facilitators access the role of evaluators of children's knowledge. Facilitators' access to the role of evaluators of children's

knowledge is signalled (offering a clear indicator for professional peer-observation and self-reflection) by facilitators' initiations of IRE sequences (Initiation, Reply, Evaluation). The facilitator initiates this type of sequence with a question and concludes it by giving an evaluative feedback to the child's reply.

For instance, this can be observed during situations where facilitators control the trajectory of the conversations towards their professional agendas.

Another example of facilitation's failure related to the missed use of facilitators' epistemic authority to support children is offered by situations when facilitators operate to impose their agenda on the conversation, for instance to 'pass' on educational content such as knowledge related to positive social relations. In these cases, facilitators' epistemic authority is used to reproduce hierarchical relationships that are instrumental to transmit adults-owned knowledge but are detrimental to children's agency.

The forms of facilitation where adults retain control over the interaction and superior epistemic status can be ordered according to the negative effect on children's agency observed in the Child-UP activities. From the least harmful to children's agency to the most harmful, data allows the observation of three types of facilitation:

- Mixed forms of facilitation. These forms add adults' guidance to facilitation. They are based on adults' expanded turns of talk which provide comments or explanations about relevant and positive meanings produced by children;
- Directive forms of facilitation. These forms include adults' more frequent, or systematic, comments and explanations, combined to normative recommendations. These forms decrease the potential for upgrading children's epistemic authority. In these interactions, teachers/facilitators provide relevant knowledge for children, establishing adult authority in the classroom
- Participated teaching. This form of interaction is based on teacher's superior epistemic authority, shown by their questions which aim to guide children's answers and to scaffold these answers. Children generally align with teachers' orientations, but when children do not align, participated teaching tends to avoid negative sanctions.

### 3.4 Form of facilitation and children's age

Child-UP data across seven national contexts suggest some degree of continuity in the relationships between the implementation of a specific form of facilitation and children's age. Full forms of facilitation were more common in secondary schools within the ISCED 3 band. Whilst less common than in ISCED 3 contexts, full facilitation was still more frequent in primary schools (ISCED 1) than in secondary schools in the ISCED 2 band and in pre-school settings such as nurseries (ISCED 0). The form that proved less conducive to promote children's agency and surely more distant from the concept of facilitation, that is, participated teaching, was more frequent within ISCED 2 contexts. The mid-range forms of mixed and directive facilitation were more frequent in pre-school settings (ISCED 0).

These observations say probably more about adults' expectations rather than the feasibility of facilitation. ISCED 2 and ISCED 0 are the age groups where adult-children communication is expected to be more difficult. In ISCED 2 contexts, this expectation is related to limited trust of children and difficult socialisation during the transition towards adolescence. In ISCED 0, this expectation is related to the position of children in a discourse of 'needs' rather than agency. Younger children are considered in need of more adult guidance for their less fluent participation in conversation.

Nevertheless, these guidelines can rely on evidence from the Child-UP research to suggest that facilitation can indeed be successfully used within ISCED 0 and ISCED 2 contexts as well. The recommendation is to reflect on the impact of expectations on decision-making and approach towards working with children.

It was earlier suggested that data across seven national contexts suggest some degree of continuity in the relationships between the implementation of a specific form of facilitation and children age. However, Italian settings are marked by a more diffuse and consistent use of full forms of facilitation. This can be related to two variables: 1) training in the use of facilitation; 2) the position of facilitator as outsider, as they do not ordinarily work with the children in the settings. Whilst point 1 indicates the importance of training therefore the importance of the training package developed by Child-UP; point 2) indicates the effect of expectations that build over time through daily interactions. The mutual expectations of hierarchical relationships and limited agency built over time limit both teachers' and pupils' trust in children's agentic participation.

### 3.5 The use of materials and facilitation

Facilitation can be corroborated with the use of materials. The use of materials to support children's participation was common in the contexts recorded. The material used consisted prevalently of written texts, drawings and images. It is suggested that materials can have a positive impact if used as pivot to trigger children's participation. For instance, a simple but effective way to promote children's participation is to invite description of, and comments about, visual materials, such as photographs or videos, or written texts. A more complex use of materials expands from the simple description to the invite, and support, of the inclusion of the material in a narration of the child's personal experience. The iconographic value of the photograph, the story in the video or in the written text are not the main pivots for children's participation. Rather, the materials are the pivot of memories or emotions that become the object of the authorship of personal stories. Emotions can be related to the object but a direct correspondence between what is represented in the materials and the emotions shared by the child is not necessary.

The effect of utilising materials, regardless of the materials used and the nature of their relationship with children's participation, is not independent from its context. What is the effect of materials depends on the form of facilitation that constitute the context of their use. Whilst the use of materials is advisable, it is however important to refrain from looking at the use of materials as a technical solution that can automatically secure a successful promotion of children's agentic participation and hybrid integration. Rather, materials should be seen as a portal to open spaces for engagement in facilitative practices. However, the key is the authenticity of such engagement. . What makes a difference is the positioning of children and adults as equal participants who are expected to express their unique persons, where such personal expression is received by other participants empathetically. What makes a difference is the construction of dialogue therefore the form of facilitation.

### 3.6 Linguistic fluency and facilitation

In line with previous research (please see Child-UP final report for a more complete discussion and references), Child-UP data suggest that limited fluency in use of language can be a problem for migrant children. There are observable implications for the viability of facilitation too. When migrant children are not fluent in the host language or language of instruction, this affects their participation. Limited fluency also generates more challenging conditions for teachers, and for trained professional facilitators, who are committed to upgrade migrant children's epistemic authority to involve them in genuine dialogue practices as authors of valid knowledge. Children's linguistic fluency is a crucial variable that needs to be considered when planning and practicing facilitation. Even a consistent use of facilitative actions and the consequent successful promotion of personal expression and agency may not be enough to prevent marginalisation therefore a position of limited agency of children with limited linguistic fluency. In such situations, on the contrary, it is advisable not to unduly put pressure on children with limited fluency in the host language to entice their participation. Putting pressure on children to participate is not compatible with agency, because agency is based on possibility of choice.

Nevertheless, facilitation can have a role in the support of migrant children's fluency. This is related to the observation of three forms of second language teaching: 1) second language teaching based on learning materials; 2) second language teaching based on upskilling; 3) second language teaching based on classroom conversation, which can be also defined 'classroom context mode'.

Among the three forms of second language teaching, the classroom context mode appears to be particularly compatible with the use of facilitation, in a mutually beneficial circular relationship. The classroom context mode is underpinned by the methodological idea that supporting participation in conversation is the most effective way of supporting language learning. Data from Child-UP suggest that the classroom context mode encourages the production of children's extended narratives, converging with the facilitation's aim to position children as authors of valid knowledge. Facilitation of dialogue lends itself as a tool for language learning in the classroom context mode because it is a methodology developed exactly to support children as author of knowledge, including in the form of narratives. The classroom context mode, on its part, makes second language teaching a more favourable context for the use of facilitation. Materials-based on second language teaching and upskilling are less compatible with facilitation because they do not depend on children's agency. On the contrary, materials-based on second language teaching and upskilling require the teacher to

be positioned as a superior epistemic authority, making expectations of role performance and assessment relevant.

### 3.7 Interpreting as language mediation and its implications for children's agency

The issue of linguistic fluency does not affect children's participation only. It is also key in school-family relationships. Working to promote migrant children's agency can be successful only on condition that children trust the professional working with them. Children's trust is not indifferent to the quality of relationships between professionals and families.

For this reason, the guidelines discuss data concerning interpreting practices between teachers and parents, sometimes with the participation of children. The data set coincides with Italian primary schools (ISECD 1) and pre-school settings (ISCED 0). Whilst the data corpora pertain to an individual national context, it is believed that the forms of interpreting emerging from the analysis of interactions could be of interest. For instance, when interpreting services are available to professionals working with children, the viability of facilitation also depends on the form of mediation construct in professionals-interpreters-parents-children interactions. What follows is a summary of the positions taken by participants in mediated interaction. By reading such positioning through the lenses of trust building, the guidelines aim to invite reflection on the implications of the form of participation in mediated interactions.

- Teacher's participation. In primary school contexts (ISCED 1), teachers take the position of evaluator of migrant children's performances and their parents' support. Mediated interactions frequently become the context of negative assessments of migrant children performances, often related to inadequate support from parents. Mediated interactions are characterised by extended teachers' monologue, with limited engagement from parents and, when present, from children. Such interactional posture, however, can have negative implications for trust building therefore for any attempt to support children's agency. Marginalisation in specific interaction, if repeated over time, and feeds suspicion, distrust, alienation. It is therefore recommended to consistently promote the engagement of parents and children in mediated interaction, utilising interpreters to channel facilitative actions such as questions, appreciations, feedback and, formulations. The condition for engagement in mediated interactions, therefore for trust-building, is the transformation of monologues into



dialogic communication. Data from pre-school settings (ISCED 0) suggest a different picture. Mediated interactions are less marked by professionals' monologues. Rather, professionals use interpreters to promote parents' engagement, for instance asking them questions to gather their knowledge and experiences with their children or to suggest what to do for and with their children. In these situations, active engagement in interactions can contribute to build trust, which is a condition for agentic participation.

- Interpreters' (Mediators') participation. Interpreters fulfil a crucial role that goes beyond the simple translation from one language to another. In the context of work with children and families, the interpreters' role in practice extends to secure a condition of mutual understanding between the meaning of linguistic utterances, their implications and the expectations that underpin them. The work of interpreters is expected to support communication between participants, positing them as mediators of communication. Mediators' participation is conditioned by the context of their work and how participants position themselves. Data from Child-UP suggest that in ISCED 1 contexts, professionals working with children position themselves as evaluators of children, and parents', performances, performing such positions through long monologues. In these contexts, mediators (a) try to include the parents in the interaction by summarising the teachers' assessments and by providing support and suggestions to the parents; (b) mitigate teachers' assessments both by highlighting positive aspects in their renditions and by talking with parents in their language to explain how the system functions and what they can do with it. A data-driven review of the work of mediators in ISCED 1 contexts indicates that they exceed the role of simple 'translating devices', taking initiative to open spaces of participation for parents. In order to preserve the conditions of communication, mediators in ISCED 1 settings are required to continue their work to (a) render the negative evaluations of children and parents' performances and at the same time (b) offer suggestions for parents to align with teachers' expectations. The role of mediators is therefore pivotal for the possibility of trust-building even in situations where such roles have to be performed 'against the tide' of teachers' monologues and hierarchical positioning. Once more, with the support of data, these guidelines invite consideration of the work undertaken by mediators as a key-asset for the promotion of mutual trust working with migrant children and their families. The analysis of Child-UP data concerning mediated interactions invite reflection on interpreting as a way of mediating (language mediation), based on mediators' agency, as they make choices that



make a difference for other participants, for instance, enhancing their agency. This is the situation when mediators support dialogue between migrant parents and professionals working with children, de facto accessing the role of facilitators of dialogue;

- Parents' and children's contributions. In ISCED 1 contexts, the position of parents interacts with the position taken by professionals. Long teachers' monologues that channel evaluation of performances marginalise parents, activating suspicious and feeding trust in distrust. The marginalisation of parents is signalled by the nature of their participation: parents tend to offer minimal feedback when the mediators translate teachers' negative assessments of children's performance; parents react defensively when teachers' negative assessment concerns the support that they offer to children. The minimal and defensive participation of parents is a reaction to professionals' monologues. Trust cannot be built. Agency presupposes taking the risk of making decisions and therefore demands trust. Trust cannot be expected in situations marked by trust in distrust.

Children's contributions (if they are present) are limited. This is due to the positioning of children when they are dependent from adults. Child-UP data from mediated interactions show that that teachers' monologues position children as objects in their narration. Children are thus marginalised and not recognised as autonomous participants in interactions. They are 'talked about' without the possibility to voice their own views. Children's position in mediated interaction is therefore the most distant from agency. These guidelines invite consideration relating to the position of children in the mediated interactions that are amply discussed in the Child-UP report as the opposite of promoting agency, as well as not compatible with article 12 of the UNCRC.

Because of the mono-logical objectivization they are in receipt of, children's trust cannot be built. Similarly to parents, when involved in the interaction, for instance by mediator's initiatives, children choose to avoid risk in a situation of trust in distrust. Children either avoid engagement altogether or limit their engagement to provide minimal feedback. Mediators' work to involve children during interactions can be observed; however, it is much more sporadic than the efforts to engage parents. Mediators' initiatives to mitigate professionals' negative assessments and engage parents in the otherwise mono-logical interaction mark a difference between mechanistic translation and linguistic mediation. Mediators' initiative may help to limit the risk of parents' disengagement and trust in distrust. However, Child-UP data suggest that when mediating between professionals and children, mediators' agency

in form of initiatives that go beyond translation is much more limited. This is underpinned by the position of children in education, which cannot be easily changed through mediation.

### 3.8 A way to display agency: production of narratives

The production of narratives can be an opportunity for children's agency. Facilitation can be applied to support children's access to the status of authors of knowledge in forms of narratives. Exchange of narratives is an important context for the negotiation and co-construction of hybrid identities. It is possible to observe a positive correlation between the use of facilitation and children's production of narratives. When facilitation promotes children's agency:

- more narratives are produced of a broader variety. In particular, the production of narratives that concern personal experiences is related to the promotion of children's agency via facilitative actions. It is not surprising that the production of narratives related to personal, first-hand experiences or emotions is more common in ISCED 1 and ISCED 3 contexts, that is, the age range where a full form of facilitation was more commonly observed;
- Children access the role of tellers more frequently. Contribution to narrative production can be related to different positions in the interaction. It is possible to contribute to the production of narratives as tellers, elicitors, co-tellers or listeners. In Child-UP data, the upgrade of children's epistemic authority via facilitation is related to more frequent contributions from the position of tellers.
- Transitions and interlacement between narratives are more common and smoother in full form of facilitation. Interlacement of narratives is very important for the construction of hybrid forms of integration, where integration is combined with the protection of personal expression.

The latter point is pertinent regarding narratives of migration, focused on experiences, memories, reflections on diversity and integration. These narratives were more common in the Italian settings, again making the case for the importance of training and for the possible benefit of working with children outside of established relationships. Facilitation can be embedded in everyday interactions in work with children, with positive effects. However, these guidelines also invite reflection on the



possible added value of ad-hoc activities of facilitation, to be undertaken with children outside of the usual class cohort, for instance swapping roles with other teachers.

## 4. Research-driven training

### 4.1 The design of training

The two components of the training strategy, MOOC and training package, are designed to support the professional working with children to implement the guidelines in practice. The project Child-UP offers data-driven training, including a Massive Open Online Course. The archive is another important asset for the implementation of the guidelines.

The training package and the MOOC are based on extensive research findings (developed over three years). Such findings, as introduced, invite recognition that facilitation is a form of communication that proves more successful in enhancing dialogue, agency and hybrid integration in multilingual and multicultural contexts, thus fulfilling the overall aim of Child-UP.

This section of the guidelines introduces the ambition underpinning the training package and MOOC and their internal organisation. Nevertheless, a full description of the training should be accessed via the dedicated resource, available as a stand-alone deliverable. Of course, this section does not aim to serve as training: training opportunities are offered by the training package and the Massive Open Online Course.

The ambition of the training package and MOOC led by Child-UP data is to offer practical tools to transform facilitation from an aim to a methodology to promote children's agentic participation in the most important contexts of their lives. Training is meant to support those who want to engage with facilitation as the most effective methodology to promote agency and, through agency, hybrid integration.

On successful completion of the training, participants should:

- be familiar with of a range of concepts and debates underpinning theories and principles of facilitation;
- be able to include in their observation of professional practices the observation of the relationship between adults' action and children's agency as access to the role of authors of knowledge;
- recognise the importance of professional reflection for the continuing development of practices that support children's agency and their adaptation to the specific contexts of their implementation;



- know and be able to analyse critically how the role of adults can open or close spaces for children to lead, share, narrate, question and negotiate knowledge;
- understand the impact of linguistic fluency on children's agency and reflect on how different forms of linguistic support empower or hinder children's agency;
- examine personal/professional perspectives and reflections on challenges and strengths identified around the use of facilitation within educational contexts that affect how children's voices are engaged.

Users of the training resources are invited to critically analyse the processes and themes linked to facilitation and provoked to reflect how skills and communication strategies based on the results of the Child-UP research can be transferred to their professional practice with children to promote children's autonomy, voice and participation within a variety of social spaces. Engagement with training resources will hopefully enable each user to access the role facilitator of children's agency' furthermore, training resources also aim to empower each user who successfully engage with them to become an agent of innovation in working with children, as trainer of others.

As discussed beforehand, facilitation is not a purely technical device. Facilitation only works if its philosophical and ethical underpinnings are accepted. This is clearly indicated by literature as well as recent EU-funded research projects, such as SHARMED ([www.sharmed.eu](http://www.sharmed.eu)). The demand for genuinely embracing the philosophy of facilitation explains the dedication of a section to the key concepts of innovation in working with children as understood by CHILD-UP. If such key-concept are not shared or understood, it will not be possible to successfully design activities based on facilitation. Also, it will not be possible to fruitfully undertake or engage fully with the training.

Training to the use of facilitation is meaningful only if children are viewed as autonomous authors of knowledge. Across all modules, the training package and MOOC provoke users to explore their own professional position and beliefs relating the position of children as epistemic authorities and authors of valid knowledge, whose agency can be consequential, that is, to make a difference in the contexts of their experiences.

For this reason, a general objective of the training package and MOOC is to promote reflection on how children are positioned within educational, as well as other, social contexts, with regard to their epistemic status which represents the most important indicator of their agentic status. Training thus enables users to undertake self-audits of their own practice, context and professional impact: (a) to

construct: a development plan towards the use of facilitation; (b) to develop teaching strategies; (c) to identify/sum up pedagogical philosophy and position that underpins practice.

The training strategy consists of four elements: these guidelines, the training package, the MOOC and the Archive.

The MOOC Online training is an online course that lends itself as an opportunity to learn about and engage with the concept of facilitation, based on data from the CHILD-UP project. Modules 1-12 of training introduce the art of facilitation to unpick how specific interactions, cues and questions promote children's epistemic authority during activities.

The training package include the modules and material also used by the MOOC material, making it available to access offline for the purpose of continuous professional development (CPD) in an array of professional settings, schools. The training package offers opportunities for dissemination of facilitative skills via the 'train the trainers' approach. Train the Trainer empower dissemination of research-led and evidence-based facilitation, offering readably usable opportunities for face-to-face staff training and CPD, which can surrogate or complement the online version via MOOC.

The training package thus complement and extend the scope of the MOOC, offering the opportunity to localise and contextualise the MOOC making it accessible for face to face delivery in any context when used as a 'train the trainer' tool. The training package also support flexibility of training to meet the needs of each user. For instance, starting from the guidance provided, each module can be tweaked or reconstructed as each setting sees fit. The mission of the training is to enable users to practice a methodology such as facilitation that celebrates the voices of children and position them as epistemic authorities: for this reason, the role of the training package to secure flexibility and adaptability is of crucial importance.

The training package fulfil also a second important, function: each module is presented and thoroughly explained regarding its aim, its position in the architecture of training, its methodological underpinnings, its specific learning objectives. By showing 'what is behind each module' not only promote critical reflection; even more importantly, it also enables users to internalise the methodology of the training, facilitating them in accessing the role of 'trainer of trainers.

The architecture of the training, which supports the MOOC as well as the training package is modular, with each module offering insight into characteristics, traits and processes found within facilitation. Users can choose to work independently or share their training with colleagues to analyse materials included in this handbook to explore what facilitation is and how it might look within a classroom context. The training modules address the following topics:

- An introductory module to illustrate the ambition of Child-UP, the results of the research and the case for facilitation as the methodology to promote children’s agency;
- A module to present the concept of facilitation and to contextualise the use of facilitation for the construction of dialogue;
- A module to discuss how, in the practice of adults-children interactions, the promotion of children’s participation can be pursued not only through facilitation but to also through other forms of communication which, however, are characterised by lower levels of children’s agency. Driven by data, the training presents ‘mixed’ forms of facilitation, where facilitation is mixed with more directive and hierarchical forms of adults-children communication. In such situations, the position of children as epistemic authority is not consistent, because facilitative actions are mixed with actions that pursue adult-centred and adult-controlled forms of communication. By presenting mixed forms of facilitation and their implication for children’s agency, the training can combine supporting the understanding of what facilitation is, and how it works, with supporting reflection on ‘what facilitation is not’ and the implications of more directive methods of working with children;
- A module that discusses the role of reflection for professionals working with children. A range of tools to support reflection will be introduced, based on the idea that professional reflection is pivotal for a contextualised and creative use of facilitation.

A series of ‘applied’ modules follows, designed to discuss the ‘how to’ and implications of a wide range of facilitative actions, backed up by evidence from the Child-UP research. Such modules engage with facilitative actions that proved successful in:

- promoting engagement;
- supporting sustained participation and extending participation;
- upgrading children’s status as authors of knowledge;
- promoting personal expressions.

When relevant, the applied modules will include discussion of how the facilitative action at the centre of each module can contribute to the development of facilitation, but also of mixed, more adult-controlled ways of promoting children’s participation.

Each ‘applied module’ will also embed an invite for users to reflect on the specific context of their professional experiences and how contextual variables, such as children’s age across ISCEDs 0-3, should be considered when using facilitation. Child-UP archive offers further support by hosting a broad range of example from practice across all age ranges. The series of ‘applied modules’ entails:

- A module that introduces: (a) the intersection between facilitation and linguistic fluency; (b) the forms of linguistic support and their influences of the viability of facilitation; (c) linguistic mediation and its relationship with trust building and, consequently, of agency. Based on current research, the module will also offer suggestion for linguistic support.
- A module on the challenges of facilitation, connected both to children’s personal initiatives and their potential to disrupt facilitation and to possible shift of facilitation towards adult-controlled interactions
- A module to invite reflection on the complexity of facilitation in real practice and the potential of a possible outcome of facilitation, the interlacement of personal narratives, for the construction of hybrid integration
- Module 13 of the MOOC support the use of materials to enhance children’s agency, in particular materials available through the Child-UP archive.

<b>Child-UP training structure (MOOC and training package)</b>	
Module 1	Introduction to the overall Child-UP project Introduction to the aims of the training Modules presented
Module 2	What is facilitation?
Module 3	The different forms of ‘non-pure’ facilitation <ul style="list-style-type: none"> <li>- Mixed</li> <li>- Directive</li> <li>- Participated teaching</li> </ul> With examples

Module 4	Reflection for sustainability of the promotion of agency Suggest a range of a range of tool to support reflection
Module 5	Forms of facilitation and age groups (descriptive)  With examples
Modules 6	Promoting engagement – invitations to talk; questions  With examples
Module 7	Minimal feedback – continuers, acknowledgement tokens  With examples
Module 8	Complex feedback. Formulations.  With examples
Module 9	Adults’ personal comments.  With examples
Module 10	Language fluency and linguistic mediation
Module 11	The management of children’s personal initiatives With examples
Module 12	Reflection on facilitation and narratives for hybrid integration
Module 13	The use of the Child-Up Archive and dissemination of practices of facilitation base on: <ul style="list-style-type: none"> <li>- to access data for the development of evidence based facilitative practices (offer step by step assistance on how to enter the archive and to register)</li> <li>- to secure sustainability of practice and/or research</li> <li>- how to use transcripts, audios, tables from questionnaires and interviews in the archive to compare with own research and observation from practice</li> <li>- how to lead, share and dissemination of experiences of facilitative practice</li> </ul>

## 4.2 Training Resources

Training Resources include tools for SWOT Analysis, tools for Action Plans and transcripts of real adults-children interactions, collected as part of the CHILD-UP research activities (see also WP 6). SWOT Analysis is chiefly addressed to identify challenges/strengths in relation to practice implementation of facilitative activities. SWOT analysis enable reflection and self-audit of personal and professional skills. SWOT analysis can be further developed using a personal development plan. Personal Development Plans offer opportunity to focus on identified challenges or barriers within practice so that small steps or supportive resources can be planned and sought. SWOTs can be used as a pivot to lead or plan future continuous professional development (CPD).

Transcripts of real adults-children interactions activities are available as a learning companion for the modules. An adequate number of transcripts across age ranges are provided to evaluate throughout the modules to discuss and compare facilitative outcomes. Transcripts are taken from the different contexts of CHILD-UP research. Transcripts provided are accompanied by analytical notes to support trainers/trainees. Further transcripts to support training to be used for activities or further examination can/should be taken from your own work-based practice to provoke reflective practice.

As a general note, materials transcripts, transcript analysis/notes for the modules are offered to be utilised, according to user's judgement, as (a) a resource to support knowledge (b) aid memoire (c) resource for dissemination of the facilitative methodology, to capture the impact of facilitation in the reality of live practices.

## 4.3 The methodology of training

The methodology of training is based on the VAK (Visual, Auditory and Kinaesthetic) philosophy, to meet and respect different learning styles. The VAK philosophy secures inclusivity of training towards equality of opportunity and sustainability. VAK philosophy recognises how learners engage with learning in their own unique way moving between a combination of preferred learning styles, experiences, and perceptions. Subsequently, the VAK philosophy aims to provoke engagement via a range of training activities for the individual. An underpinning pillar of CHILD-UP training is to encourage dissemination between colleagues, stakeholders and local networks, inspiring discussions, and the sharing of good practices. Therefore, the methodology of training integrates the VAK to allow all participants opportunity to engage with a varied range of learning experiences.

This is pursued with the use of a varied range of materials, both in the MOOC and the training package such as transcripts of interactions; power point training; video- and audio-recordings, reflective questions; SWOT Analysis and Development Plans. An overview of the three VAK learning styles are now explained. However, Child-UP engagement with VAK does not mean that participants are expected to engage with only one learning style at a time. VAK considers a multi modal approach.

Auditory learners may prefer to talk to peers or 'self' either talking out loud or via internal dialogue (moving their lips with no sound). Auditory learners enjoy listening and hearing what has happened or will need to be done. The methodology of training indicated by the training package when used as a 'train the trainer' resource, integrates this style by:

- Reflective opportunities both as self-reflective and peer-discussion led reflection, as a staple of the 'train the trainers' methodology;
- Socratic method role modelled during activities via questions and answers to elicit learners' knowledge and thinking, provoking those undertaking training to engage with children and peers about facilitation;
- Auditory activities such reflective questions;
- Support to articulate and verbalize questions/answers/thoughts underpinning observation of practices

Visual learners may prefer visual linguistic or spatial linguistic learning and interaction. Visual-linguistic prefer to learn through written language during reading or writing activities. These learners tend to remember what has been written down and may like to doodle or watch (observe videos or peers). Visual-spatial learners may prefer not to write in a linear style but may prefer to construct or interact with diagrams, photographs, and videos. These learners tend to remember how people, places and contexts look using imagination and creativity. The methodology of training integrates this style by:

- The use of video
- Transcripts and activity handouts - 'doing' activities and note taking
- opportunity for self-assessment to record and write down discussion points or development plan ideas

Kinaesthetic learners like to be tactile, to touch, do and physically move whilst learning. Touching and doing supports concentration. Reading, discussion, listening and observing offer differentiated levels of 'doing'. The methodology of training integrates this style by:

- Note taking
- Reading/Analysing Transcripts
- Writing/recording observation
- Tasks
- Developing a SWOT Analysis or Development Plan

The philosophy underpinning the MOOC and the training package are presented in this final section. The MOOC and the training package share the aim to support users exploring the concept of facilitation and related themes to plan and use facilitation in their professional practice as a methodology to promote children's autonomy, voice, and participation.

Utilised as key-resource to train the trainer', the training package is designed to be delivered through a combined learning approach based on activities to enable reflection on examples of facilitation relevant for the topic of the specific module. Modules enable analyse of materials and reflection of practice and context. 'Train the trainers' is designed to develop as 'group-led' with trainer's role modelling 'facilitation', thus coherent with the nature and aim of facilitation. Training professional to use facilitation as a methodology to promote children's agency should first and foremost promote the agency of trainees, with the trainer to serve as a role model of facilitation as training others. Transcripts of facilitation example to be engaged with are available as an appendix to the training handbook and in each module. The same transcripts can be easily accessed through the Child-UP archive ([www.movio.child-up.eu](http://www.movio.child-up.eu)) where they can be searched using search tags such as location, participants, most relevant facilitative actions in the transcript, age of children and more. In the archive, transcripts are accompanied by analytical notes to support their contextualisation as examples of facilitative practices.

As suggested in the introduction section, modules can be delivered all together or separately depending on local circumstance. Engagement with Child-UP training can be undertaken as a full programme by individual participants or as a whole setting. Or modules can be engaged with ad hoc for continuing professional development. The training handbook provides example of modules planning meant to guide the adaptation and organisation of modules and activities for each module towards a context-sensitive training. Training has been created so that participants can follow each module in stages. Training has been written for those working with and for children and is therefore realistic in view of time and space to engage with facilitation in action and related concepts.

Therefore, the online video and PowerPoint offer opportunity for breaks in between each module section. The activities, transcripts, reflective questions, and SWOTs offer purposeful layered engagement with the concept of facilitation.

Individual or group participants will manage module and activity timing, style and how tasks are engaged with, depending on context. The training is meant to encourage context-sensitive engagement and training opportunities.

#### 4.4 Notes on the MOOC

The online MOOC is based on the same structure and philosophy of the training package. From a pedagogical perspective, the MOOC is a tool for self-learning based on a modular framework, promoting autonomous learning with videos and documents such as transcripts and slides. The MOOC and its materials are available for an unlimited number of users with different backgrounds, professional profiles, and aspirations. The only condition is the interest in expanding knowledge on the application of facilitation to promote children's agency as a condition for hybrid integration. The very nature of a MOOC allows trainees to learn at home conveniently, flexibly and at their own pace. In the MOOC, each module will be followed by activities for self-assessment to support the trainees to verify the achievement of the module's learning outcomes.

#### 4.5 The case for facilitation, from children's voices

The ambition of facilitation is to promote children's agency by positioning them and adults as authors, and co-authors, of knowledge. Robust evidence from Child-UP research, in particular individual and focus group interviews with 1305 children, indicates that the ambition of facilitation meets the ambitions of children. In the next section, some highlights from the interviews and focus groups are provided, with the support of excerpts that bring to the fore the voices of children. Across the seven contexts of the research, children share the dream of schools that are non-hierarchical; schools that promote a more relaxed atmosphere and good relations; schools that reduce the distance between children and teachers, and include children's personal narratives and feelings.

*Teachers would ask us more for our opinion, even for the tests. That they would ask us when it suits us best, because it is democracy, it should be the choice of the student. It's not them [the teachers] who take the tests, it's us who have to study. They should think more of us. And that there is cohesion between teachers, that they organize themselves. (BE\_I6\_G)*

*I believe that in the end an ideal school is one in which there is also dialogue between the teachers and students so that if there are problems one can talk without fear, because there shouldn't be a*

*barrier. It should be possible in these three years to have respect for the teachers but to still have a dialogue. (IT\_F21\_ch\_B)*

Children value greatly their participation and responsibility in their own education, as partners in teaching and learning. They expect more opportunities for co-determination in matters concerning them, as well as the possibility of disagreeing on certain tasks.

And most powerfully, children express their support for methods of teaching open to children's needs and interests, which promote expressions of personal experiences and knowledge, exactly in line with the ultimate ambition, the ethos and methods of facilitation

*M, 17 years old: So for example, if I don't say something in a lesson or don't ask questions, they come to me for example after the lesson and ask me if I have a question about a topic. Or something with work, for example when we write work and when I make mistakes like that. They come to me and ask if we can check it again together and look at everything again. So they deal with us especially, because we are new here and don't know German as well as the Germans. And yes, that's why I'm satisfied. They always want to help and answer our questions. (G\_I42\_ISCED3\_M)*

*F, 16 years old: My class teacher. I can actually talk to her openly about everything, because she was also the teacher, my first teacher, from this class. She accepted me into the international preparation class and, for example, she always asked me whether I had a device at home, whether everything was going well. So she already always asks me how I'm doing and tries it / to find a way to improve that. She always thinks about me and that's why I would reach out to her. She always takes her time, also sometimes talks to me on the phone about my problem if I have one and that's why I have trust in her. (G\_I43\_ISCED3\_F)*

On the contrary, children's trust, therefore engagement with education, is hindered by hierarchical relationships with teachers.

*In my opinion, in general, some professors should believe in us a bit more, not expect much or little, I mean, to believe in us anyway. Perhaps if you answer a question incorrectly, instead of giving us a four or five immediately, they could give us another chance. (IT\_F7\_ch\_G)*

*M1: When I went mad because it was so unfair I was spoken too, it was now many years ago then I stopped being angry but yes, I did not feel comfortable anymore in that school with that teacher as I used to.*

*Interviewer: What do you mean being uncomfortable?*

*M1: Like being more anxious, not trusting anymore so being scared, I was little to be honest.*

*(UK\_F19\_WC6)*

Children's trust therefore engagement with education is also damaged when teaching is more focused on evaluation than dialogue and valorisation of children's competences.

*You can't evaluate a person with a number, I am not a number. How do you evaluate a person with a number? It's almost like Auschwitz in that you have to remember your number, you have to evaluate a person according to his skills and if a person is not good in that field it is because you have decided that he has to learn that field, if you gave him the opportunity to measure himself in what he considers his field, something in which he considers himself good, everything would change [...] I would give them the opportunity of showing their skills, but not with the lessons I decide, but with what they decide. (IT\_F4\_ch\_B)*

Children's trust therefore engagement with education suffers when stigma is observed. According to some children, labels affect future educational journeys:

*I feel more favouritism is shown towards those who do better in school, because the other day I said everything and I got one lower grade than the best student in the class but he did not say anything" (IT\_F25\_ch\_B)*

However, such challenges for children's trust in education as a system, and specific educational relationships are tackled by the practice of facilitation:

- Facilitation enhances children's status in the interaction with adults as authors of knowledge  
→ tackles intergenerational hierarchies
- Facilitation promotes personal expression to replace role performances and → tackles the drawbacks of the hegemony of evaluation



- Facilitation approaches every participant in interactions as unique, rejecting assumptions and categorisations → tackles stigma

A detailed discussion of children's perspectives on their social experiences in schools, in the family and in other contexts is developed in the Child-UP final report. A summarised version is also available as part of policy briefs. Both the Child-UP final research and the series of Child-UP policy briefs can be accessed at [www.child-up.eu](http://www.child-up.eu)

## 5. The Child-UP archive on MOVIO ([www.movio.child-up.eu](http://www.movio.child-up.eu))

### 5.1 Introduction: the Archive's cope

Child-UP Archive can be accessed at [movio.child-up.eu](http://movio.child-up.eu). A free and simple sign-up procedure is required to achieve access the Archive. Sign-in is required at any new access. The archive is a large and multimedia repository of data from Child-UP research and its mission is to support working with children to promote their agency, which is understood as key for the construction of hybrid, person-centred, inclusive forms of integration.

Data included in the archive offers examples of successful promotion of children's agency, but also example of situation where children's participation is pursued through different methodologies, categorised in these guidelines, in the training resources and in the Child-UP research report as 'mixed facilitation'; 'directive facilitation' and 'participated teaching'. Different formats of data are available in the archive: transcripts of interactions but also several video- or audio- recordings of adults-children interactions across national contexts and age ranges, from pre-school settings to secondary school settings. Data from Child-UP offer the users of the archive with opportunity to compare the contexts of their work with children with other settings in different national contexts. In the archive, transcripts are accompanied by analytical notes to support their contextualisation as examples of facilitative practices and other methodology to support children's participation. The archive also includes data from interviews and questionnaires that offer children and professionals' assessment of practices to promote children's active participation, which can support further reflection be incorporating the voices of the stakeholders. Data in the Child-UP archive ([www.movio.child-up.eu](http://www.movio.child-up.eu)) can be easily searched (please see section 5.3, 'the front-end') using search tags such as location, participants, most relevant facilitative actions in the transcript, age of children and more.

This, the archive lends itself as a repository of examples of as well as a repository of materials for, evidence-based innovation of work with children. Data che be utilised as a repository of examples that support understanding of training. Data can be utilised as a repository of materials to be used when leading the professional development of others. Data can also be used as a reflective tool via comparison with one own's experience. Finally, data can be used as an inspiration for the design of facilitative activities, corroborated by children and professionals' views on their experiences as participants in facilitative activities.

It is important to remind that, as mentioned in the introductory section, module 12 of the MOOC, also available as component of the training package, supports the use of the Child-UP archive as a resource to design facilitative activities but also as a resource for practitioners to lead professional development of others ('train the trainers'), in this way securing sustainability of innovation. The next section introduces the key-technical aspects that represent the 'behind the scenes' architecture of the Child-UP archive.

## 5.2 The architecture of Child-UP archive on MOVIO

Child-UP archive is hosted on a platform based on MOVIO software. MOVIO is an open source and user-friendly software that was originally designed to create online exhibitions, where visual materials and documents are accompanied by multimedia narratives that describe them. MOVIO is a project funded by the European Union and its use for Child-UP archive is a convincing example of cross-project and cross-discipline collaboration, offering an instance of the impact of EU support to applied research. The MOVIO software used to build the Child-UP archive was distributed by Gruppometa company of Modena, Italy.

Although Child-UP is not devoted to construct an exhibition per se, it was considered that the multimedia archive embedded in the project may be likened to an exhibition. As for many online exhibitions built on MOVIO platforms, Child-UP archive include contents, for instance research reports, transcripts of video-recorded interactions, interviews or videos. Each file in the Child-UP archive is accompanied with a description that explains its context, its position in the research, the characteristics of individuals involved and its content.

The flexibility of the MOVIO kit invited Child-UP to choose it as the ideal tool to build the archive platform. MOVIO allows to upload research materials such as transcripts of interactions, video files and audio files in a very intuitive way, through its Content Management System (CMS MOVIO). CMS MOVIO combines the tool to create flexible uploading pages to upload materials as well as to upload the narratives that describe them. The upload of materials and their narrative descriptions to the Child-UP archive is made possible by an uploading page created with the CMS MOVIO.

The upload of materials and the accompanying descriptions are implemented in the MOVIO BACK-END AREA. The back-end of MOVIO is the area where administrators and content creators create and manage the contents. In the MOVIO back-end area administrators and content creators can upload materials and their narrative descriptions as well as linking them with the use of descriptive tags, for instance the age or gender of participants in an uploaded video, that serve as point of reference for hyperlinks.

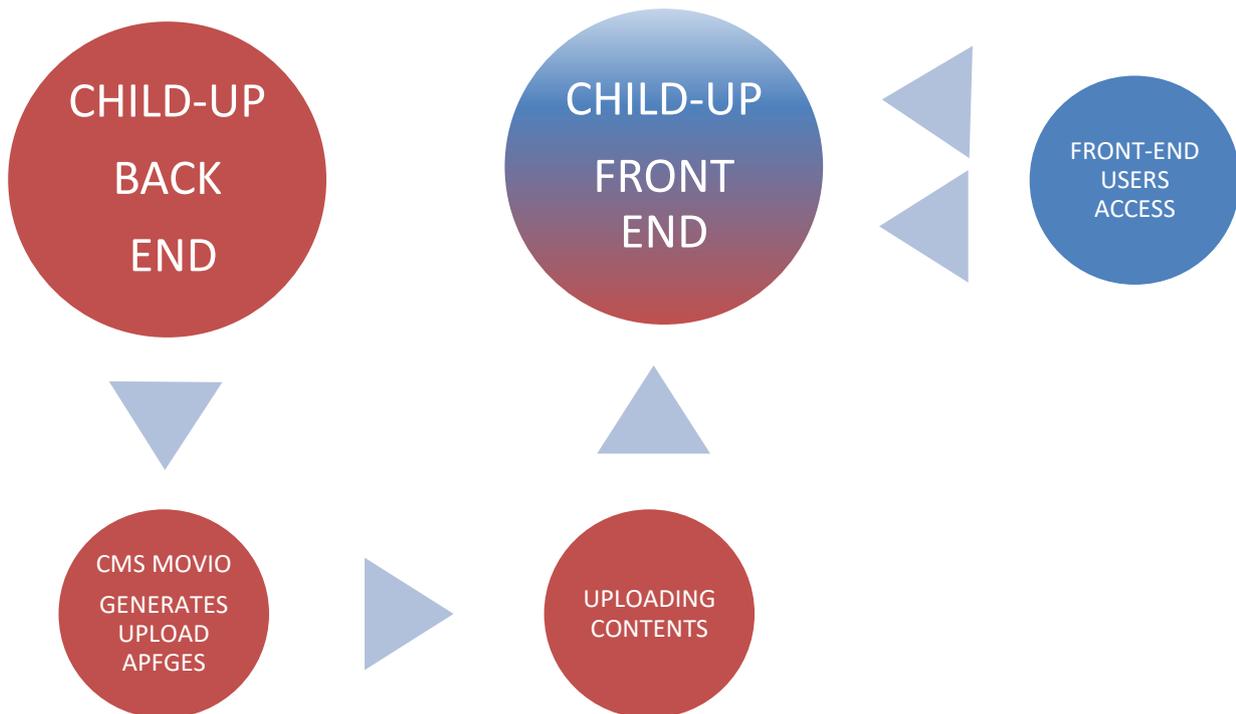
MOVIO offers online tutorials and interactive training on the use of the kit and implementation of the guidelines for the creation of archives that combine materials and their narrative descriptions. The online tutorials and interactive training play a pivotal role for a project such as Child-UP: they secure the sustainability of the archive

over time, because they are available to support new administrators and content creators in case of changes of personnel.

MOVIO source code is available under MIT license on GitHub. The installation requirements are minimal to accommodate the broadest variety of users profile, reducing to zero the need of commercial software.

### 5.3 MOVIO front-end

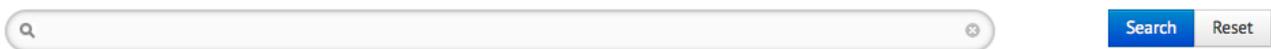
Child-UP MOVIO front-end is the web site accessible to the public, through password-protected log-in. A user-id and a password are generated through a registration procedure and managed by the project leader. The logical architecture of the archive, from the creation of the uploading page to the final front-end user can be summarised using the model below:



The Child-UP MOVIO front-end allows access to 124 written documents, as well as to 32 audio-video files. The documents and files were produced across Child-UP Work Packages 2 to 6. Through the front-end, the registered users can view in a systematic way the results of the background research (WP3), the results of the surveys (WP4),

the results of the Interviews and focus groups (WP5) and the results of the analysis of interaction between children and professionals working with them (WP6). The front-end users can also access transcribed excerpts from audio or video-recorded interactions collected for WP6. For several selected interactions, the related audio- or video-video is also available. The possibility to link each media file with a rich array of meta-records is of great importance for the usability of the archive from the front-end user angle. Each meta-record can be used as a tag in a front-end user search, allowing to access at once all files that share the meta-record inserted in the search box. This allows, for instance, to gather at once all research result pertaining to a country or to a local setting within a country, across all WPs, so that to reach with a single meta-search quantitative data, qualitative data and, if available audio-video file. The same process of advanced search based on meta-records can be of course performed by the front-end user regarding other variables such as age, gender, ISCED grade, or any combination of these, and more.

Media contents can be searched via the embedded search box.

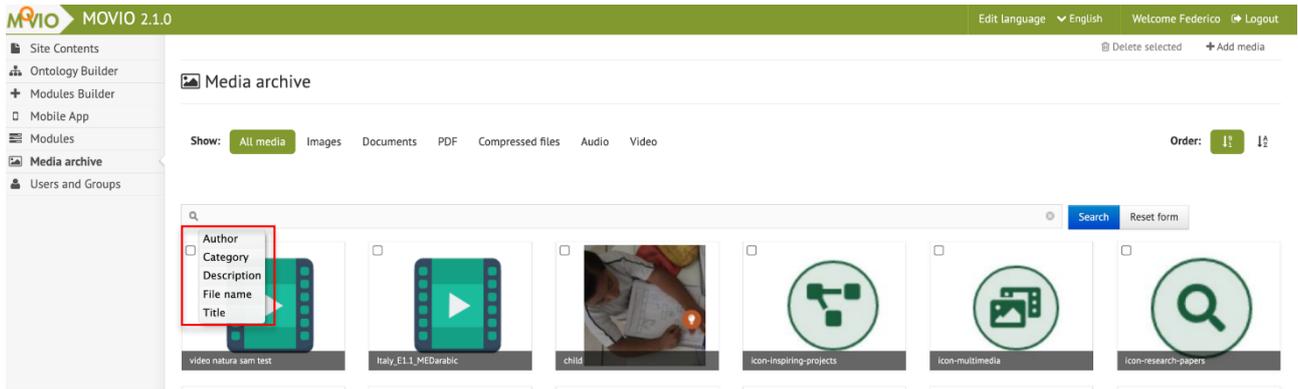


The metadata records, that is, the possible component of the narrative descriptions, are easy to edit. MOVIO back-end interface allows the following meta-records:

- Title, the title of the media item
- Category, the category where the media object can be archived. You can assign different values. The values can be selected from previous inputs or new values can be created.
- Author, the author of the digital media
- Date, the date of creation of the digital media
- Copyright, copyright of the digital media
- Description, description of the digital media

The interface allows to delete, revise, or add metadata associated to any media content uploaded to the Media Archive.

When performing a search, the metadata fields can be utilised to refine the query



Address of the Child-UP archive, with the possibility to sign-up to achieve full access to the data repository:

<http://movio.child-up.eu/>

## 6. Strategies of dissemination

Working with children to promote their agency is an experience that can be disseminated to generate change in practice. Dissemination may concern the methodology, the materials used to support facilitation, and the outcomes of the promotion of facilitation.

Dissemination should be embedded in an overall strategy to generate impact towards inclusive educational practice that aim to contribute to hybrid forms of integration based on the person and contingent construction of small cultures rather than assumed, crystallized, cultural identities. Cultural identities may be important but only in the measure in which they are made relevant by participants as they negotiate their identities the contexts of their social experience, giving more important to different aspects of their personal stories, focusing on similarities or fusing on differences. The aim of the use of facilitation is to promote agency as authorship of knowledge that can concern personal and cultural identities. This is the necessary condition for hybrid integration, and integration based on the active role of the individuals who negotiate their identity from the positions of unique persons.

The aim of the use of facilitation should fuel motivation to disseminate it. Making changes in working with children towards the promotion of their agency is not only conducive of hybrid, person-centred forms of integration; it also fulfils the UNCRC, aligning with the current approaches to children's rights, centred on the right of self-determination.

First and foremost, change can be the outcome of several experiences, diffused over space and time. It is a transformation based on diffusion of change, that reminds the most accepted account of change and evolution in the natural world. The experience of using facilitation can be disseminated above all at local level (for instance, other professionals working with children, families, other organisations such as schools or social services, possible external partners). Dissemination should generate positive impact as the trigger of change in the approach to interaction with children for professionals and families, but also other stakeholders with an interest in promoting more inclusive, person-centred and effective forms of integration. Like facilitation itself, dissemination of the use of facilitation must be adapted to the specific contexts. However, it is possible for the final section of the guidelines to distil the fundamental aspects of dissemination, as illustrated through the following points:



- Dissemination should be based on the selection of contents to be disseminated. Such selection should be undertaken by considering the voices of children. What was important and beneficial for them? What did they like? It is recommended to focus the contents of dissemination around what really worked from children, according to children?
- Dissemination greatly benefits from local networks. Networking is an important channel to transfer experiences in the use of facilitation, also because existing relationship may support trust, which is key to take the risk of using facilitation. Networking can include contacts with other organisations and individuals working with children, but also relationship with professional bodies towards a more extensive reach of dissemination. Networking can also concern relationships with research and academic organisation, that may be interested in supporting the use of facilitation by producing research-based tools. These guidelines, and the training package based on data from Child-UP, lend themselves as an example of the support that research organisations can offer to innovation in working with children;

The question of 'how to' disseminate again invites consideration for the contexts. Nevertheless, it is possible to present an array of possible activities that may support the use of facilitation, to be adapted locally:

- Use of the network members as multipliers of information and know-how;
- Engage with 'Train the Trainer' resource to lead and disseminate innovative ways of working with children;
- Construction and management of social media profiles (e.g. Facebook; YouTube; Instagram; Twitter etc.) to establish a continuous and dynamic sharing of experiences;
- Participation in other networking activities and seminars/conferences;
- Contributions to local newspaper and professional magazines;
- Engagement with networks and organizations interested in the same areas of children's lives as facilitation, for instance integration, dialogue, migration, citizenship, agency, pedagogical innovation;
- Undertake in house training to disseminate and share learning and reflective activities from Child-UP training;
- Set up inhouse hubs in schools to research facilitation training impact.