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

Deliverable

D8.5 Final Conference

Deliverable Responsible: Claudio Dondi, Edoardo Gimigliano, Sara Zuecco (IIHL)

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Creator	Claudio Dondi, Edoardo Gimigliano, Sara Zuecco (IIHL)
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Introduction

The Final Conference on "Dialogue for hybrid integration. Narratives and promotion of agency of children with migrant background" was held on 9th and 10th June at the La Vallée centre in Molenbeek, Brussels (Belgium). The conference was intentionally held in a multicultural neighbourhood of the city to mirror not only the CHILD-UP project attitude but also the fundamental local and bottom-up approach implemented during the project lifecycle.

The Final Conference presented the main research results and the ways through which an impact on grassroots practice, research and policy was envisaged and already partially achieved by the project. The conference was designed as both a research dissemination event - with several sessions gathering researchers from different projects and laboratories active in the same field - and as a gathering opportunity for the worlds of school education, protection of children, research and public policy at different institutional levels.

Research results were considered not only as a source of new knowledge in this multidisciplinary research field, or of new questions to be further studied, but also in terms of suggestions for daily practice at school and in local communities. It also shared 'lessons learnt' that could positively influence public policies from the local to the EU level. The conference structure not only allowed the presentation and discussion of results but also offered an opportunity to share experiences and to address the many open challenges in the field of migrant children's inclusion in European society.

During the CHILD-UP Final Conference, the project team of over 25 researchers and 41 high-level panellists met other European researchers, decision-makers, school managers, teachers, mediators and representatives of the migrant communities. Every participant had the chance to express views and perspectives in highly participatory interactive sessions, particularly to make proposals for the project's follow-up activities. The emerging suggestions shall feed the Local Innovation Laboratories established - between researchers and stakeholders - in each of the 7 pilot sites in Belgium, Finland, Germany, Italy, Poland, Sweden and the United Kingdom.

1. Final Conference Committee: The organisation of the CHILD-UP Final Conference

The on-site Final Conference of CHILD-UP was co-organised by IIHL, acting as the CDI working group coordinator, UNIMORE as project coordinator and the University of Liege as hosting partner, altogether coordinating the communication, logistic and technical efforts through the work of a **Final Conference Committee (FCC)**. The Committee was conceived as a further working group specifically established to deal with the most important aspects of the conference (structure, identification of speakers, decisions on logistical aspects, communication and promotional strategies, etc.). The FCC was therefore established with the scope of ensuring a smooth organisation of the event, particularly through a detailed division of tasks and regular monitoring meetings among members. In this way, the Committee allowed effective and timely cooperation not only for the preparation of the Final Conference, but also of the preparatory events that attracted the interest around the conference as described in *Deliverable 8.3 - Communication, Dissemination and Impact Working Group Progress Report.* Before the conference, the FCC met online 8 times to coordinate the organisation of the final conference.

The Committee was composed of Shannon Damery, representing the University of Liege and acting as logistical and operational support, and of delegates of each CDI-WG member organisation, namely Claudio Baraldi and Sara Amadasi (UNIMORE); Claudio Dondi, Edoardo Gimigliano and Sara Zuecco (IIHL); ; Axel Joder, Julie Raouane and Agostino Gatta (FREREF); and Petra Van Haren, Luca Laszlo (ESHA).

2. Final Conference interventions

2.1 Welcome session

On day 1, the participants of the CHILD-UP Final Conference were primarily welcomed by Professor Shannon Damery, representing the University of Liege as the hosting organisation, who was followed by further welcome addresses delivered by the project coordinator Professor Claudio Baraldi (UNIMORE), Director Marco Martiniello (Centre for Ethnic and Migration Studies at the University of Liege) and Director Bernard de Vos (Délégué général aux droits de l'enfant, Fédération Wallonie-Bruxelles).

Professor Baraldi presented the two general aims of the CHILD-UP project, namely, on the one hand, to investigate the current situation of children with a migrant background and the quality of their participation in changing their own social and cultural conditions of hybrid integration and, on the other, to propose methodologies and tools to support and improve practices of hybrid integration in the national education systems, particularly through dialogic facilitation and promotion of children's agency.

Concerning the crucial aspects raised by the project coordinator, the CEDEM Director Professor Marco Martiniello stressed that children's agency should not be interpreted as purely individual development, but rather should be incorporated into support structures (institutions, governance and social networks) to allow a concrete improvement in the integration processes. In such processes, also the concept of career migration, meaning the possibility of people with migratory backgrounds to change and improve their economic and social conditions, was taken into consideration by Professor Martiniello, a further key aspect to achieving an inclusive and democratic society able to mirror European values.

Finally, the last welcome speech was delivered by Director Bernard De Vos representing the Fédération Wallonie-Bruxelles. Echoing the words of the previous speakers, Mr. De Vos added the perspective of a policy maker to the session, stressing the value of field research in supporting the policies' innovation process. A few examples of relevant practices implemented at different institutional levels and concerning migrant children were also presented by Mr. De Vos, in this way putting even more emphasis on the importance of receiving elaborated data from academic institutions to be used as a booster for the renewal of the public approach towards sensitive topics (in this case, migration and cultural integration). In his intervention, Bernard de Vos also stressed the need for coherent aims between different institutional levels concerning migration and inclusive education policies.

2.2 Presentation of the CHILD-UP project and its results

The welcome session was followed by the presentation of the CHILD-UP results and outputs by Claudio Baraldi (UNIMORE), Shannon Damery (University of Liege), Aino Alawerdyan (SeAMK), Sara Amadasi (UNIMORE), Federico Farini (University of Northampton) and Justyna Struzik (Jagiellonian University of Krakow).

The session introduced the innovative approach proposed by CHILD-UP, based on the concepts of children's agency and hybrid cultural integration. Against the mainstream discourse focusing on children's needs, children's self-determination was highlighted by Prof. Baraldi as the centre of the project: children were encouraged to select cultural elements of the country of origin and hosting country, of generational discourse, and of local and global perspectives, to combine them in an original and unique personal synthesis. This approach allowed one to perceive hybrid integration as a fluid concept, considering how this kind of integration includes in itself the possibility for identity changes according to the context in which the integration happens. Against the opposed logics of assimilation and preservation, the project proposed, in Prof. Baraldi's words, a view of cultural "combination" - hybrid cultural integration - enacted by the child (supported in this exercise by "competent" and "willing" school staff, families and community facilitators) who shapes her/his authentic inclusion strategy at school and in the local and virtual community of reference.

The work of the CHILD-UP project was then described through the further presentations of the coordinating institutions of the different research WP.

Generally speaking, the research highlighted how children with a migrant background face similar challenges during their integration processes. In many of the studied contexts, specially undocumented children struggle to get access to basic services such as, for instance, healthcare, housing, right to family reunification and education. Concerning this latter aspect, children often reported delays in entering the European schooling systems, also experiencing inadequate grade-level placement with huge language barriers. In fact, children with migratory backgrounds are likely to suffer exclusion behaviours in schools, not only due to the achievement gap but also to cultural and language misunderstandings that can mislead teachers to wrongly ascribe to them as learning deficits and/or behavioural problems. Children with migrant backgrounds might therefore be treated unfairly by peers and educators at school as, for example, their behaviours can be handled differently, their evaluation may be lowered by objective barriers (e.g. language) and their ability to learn undermined by such mismanagement, the possibility of remedial teaching can be denied, and labels might be assigned on this basis.

The pandemic also represented a further obstacle in children's participation and integration processes, exacerbating the pre-existing difficulties of pupils with migrant backgrounds. The remote teaching, the unequal access to devices and the digital illiteracy brought to insufficient support for children, which resulted in the invisibility of the child's participation and agency. As a result, children became more and more dependent on parental assistance while the relationship between children and teachers was missing, like the one among children themselves. Nevertheless, in a few cases, the pandemic also represented the opportunity for children to increase their bond with families and, especially in the case of older children and quasi-adolescents, to develop their agency with a sense of autonomy, independence and self-control.

Despite the difficulties of the local integration processes studied by the CHILD-UP research, the project also identified, analysed and disseminated evidence of good practices. This aspect was largely outlined during the project presentation, considering how it offered school communities the opportunity to be actively involved in the research through focus-groups interviews, questionnaires and surveys. During the research conducted in piloting schools, another fundamental element largely described was facilitation. During the presentation, a few excerpts of videos were projected to show facilitators in action and their strategies were briefly commented on.

Finally, the session quickly presented the battery of tools provided to teachers and other education stakeholders. Such instruments were developed by the partners not only to improve migrant children's school conditions but the condition of all children, families and local communities. In particular, the described outcomes were the digital archive (movio.child-up.eu), the guidelines for dialogic methods, the MOOC, the

training package "train the trainers" (which includes 124 documents, 32 audio/videos on facilitated interactions) and the qualitative and quantitative research results.

2.3 Discussion panel

The discussion panel was enriched by the participation of Marcello Bettoni, School Head representing the Italian National Association of School Heads - ANP, Christopher Clouder on behalf of the Alliance for Childhood, Elsa Mescoli of the Centre for Ethnic and Migration Studies of the University of Liege, Izabela Szymaniak from the Polish governmental Office for Foreigners, Mary Tupan-Wenno of the Centre for Diversity Policy - ECHO, Michalis Moshovakos, European Commission, DG RTD, and it was moderated by Claudio Dondi, coordinator of the Communication, Dissemination and Impact working group of the project and member of the International Institute of Humanitarian Law team. The panellists session focused their presentations on the key aspects of the CHILD-UP research and the practical application of its outcomes.

More precisely, during the panel it was pointed out that the European learning paths proposed in most public schools are often lowered from national institutions into the local dimension of the school systems. In this way, schools are not providing children with the possibility to choose and, thus, to express their agency in the decision-making processes that impact them and their future lives and careers more than anything else. Indeed, the educational curricula were depicted as often packed with measurable "standard" subjects such as maths, science, history, etc. and lacking in the artistic and human sciences. This, despite these latter disciplines proved to be able, when introduced in educational contexts, to empower children by making them feel more self-confident and, as a result, improving their learning experience in school. Therefore, the introduction of optional learning paths was stressed as a crucial step. Such alternative curricula would not only allow children to choose what they think is more suitable for them but would also facilitate them in understanding the responsibility that comes with the freedom of choice. In this sense, the personalisation of learning paths according to the preferences and the talents of the child would not result in the adaptation of the school system according to a single person, but rather in the innovation of school becoming truly able to offer the development of the more and more important soft skills.

The above-mentioned issue, raised during the discussion panel, was strictly connected by the contributors to the centralised nature of the current national integration processes and policies, which do not yet allow a bottom-up and decentralised system to take shape although integration does happen at the local level. In fact, as reported by the CHILD-UP research partners during the previous session, the first difficulties of migrant children were identified by the speakers in a denied access to the basic services. These obstacles were moreover even exacerbated by the Ukrainian crisis, which further underlined the existing gaps in the different European integration systems. Nevertheless, a few good practices implemented in Poland during the ongoing emergency emerged from the fruitful dialogue as one of the few existing hopes at the national level. In specific, Poland allowed Ukrainian citizens to be assigned temporary accommodation, food allowances, basic social welfare, access to the educational system, etc. Ukrainian children were indeed enrolled in schools thanks both to the assistance of national offices and to the availability of schools to have enrolled pupils even during the school year. Students were also provided with the additional opportunity to attend Polish language classes and preparatory ones when needed.

A final key point of the discussion agreed by all the speakers then was related to how the preparedness of educational systems to welcome and facilitate the integration of children with migrant backgrounds should not concern emergencies only, nor one nationality or minority in particular. The systems that were put in place to deal with the Ukrainian crisis were seen as good starting points to be enhanced and, meanwhile,

improved, to benefit all children and families in need. While there might be a need for continuous work on cultural and social integration processes, the panellists agreed on the fact that migrants should not be considered and/or perceived as such by the society indefinitely and, for this reason, effective integration policies able to foster hybrid identities are needed.

2.4 Keynote speech

The keynote speech opening the afternoon of day 1 was held by Professor Adrian Holliday (Canterbury Christ Church University) and examined the newly coined concept of "varicultural population". During the speech, Professor Holliday stressed the need to overcome the idea of multiculturalism considering how, in his view, it implies that cultures are different and separated from each other. On the contrary, culture was defined as a human construction, as cultures have not always been viewed as separated structures and neither will they be considered as such eternally.

Professor Holliday underlined that natural hybridity does exist in every context of human living and that it is actually a crucial factor that opens the possibility for people to connect. This connection among persons is indeed key, particularly because it makes it possible to relate to others and, consequently, to understand and be understood by others consequently creating hybrid identities.

The keynote argued that it is precisely because of the existence of the possibility to connect and relate to people with different backgrounds, experiences and histories that the notion of an uncrossable intercultural line that restricts creativity should not be accepted. On this basis, cultural diversity was suggested to be seen as a way to find enriching answers in each one's existing intercultural experience through interpersonal creative cultural negotiation.

2.5 Parallel sessions

The Final Conference included three thematic parallel sessions, open to participants according to their interests and involving some scheduled interventions of relevant speakers. On the second day of the conference, 10th June 2022, the discussions and results of the different parallel sessions were shared with the overall audience by the sessions' moderators. The three parallel sessions were structured as follows:

- **Parallel session on research**: The scheduled speakers of the session were Mateja Sedmak (Science and Research Centre Koper) and Barabara Gornik (Science and Research Centre Koper) on behalf of the Horizon 2020 MICREATE project, Eva Bajo Marcos (Universidad Pontifica Camila) on behalf of the IMMERSE project, Amanda de Silva and Mélanie Vivier (University of Liege), Katarzyna Gmaj (Lazarski University), and the session was moderated by Helen Avery (Lund University). The research session focused on the different perceptions of integration in the educational systems, which on one hand is often understood by parents, teachers and policy makers as measurable through good school performance and, on the other hand, as a sense of belonging and acceptance by children. For this reason, participants in the session concluded that it would be crucial to take some necessary steps to (1) reinforce the relations with families, which represent the most important resource for children's support, identity-building and sense of belonging; (2) guarantee language classes, respecting and encouraging also children's use of mother languages and activities capable of valorising their different cultural backgrounds; (3) enhance children's agency by giving space to define problems and frame solutions through the involvement of children in decision-making

processes at school; (4) establish protocols and adopting best practices in terms of procedures to prevent and report episodes of harassment and bullying.

- **Parallel session on practice**: the session was enriched by the presentations of Emilie Lambree (Belgian Red Cross), Christopher Clouder (Alliance for Childhood), Angela Scollan (Middlesex University) and Eszter Salomon (Parents International), while it was moderated by Petra Van Haren (European School Heads Association - ESHA). The session represented a fruitful sharing moment, thanks to the experiences and good practices that were presented by the speakers and participants. Thanks to the diversified participation, the session embraced practices related to different target groups, namely children, teachers and educators, parents and families. More specifically, the debate pointed out that: (1) it would be essential to encourage and support the connection between migrant children and the local youth community; (2) it is necessary to support parents and families in their ability to give space and trust to their children to freely express their needs, experienced issues and proposed solutions; (3) dialogue and exchange among children shall be encouraged through arts and creative subjects in order to empower them as much as possible; (4) training shall not be considered only as an individual learning path but also to be developed through confrontation with peers and including families, fostering a whole-school approach and an impact on the wider community.

- **Parallel session on policy making**: the policy making session was joined by Giusy D'alconzo (Save the Children Italy), Mary Tupan-Wenno (Centre for Policy Diversity - ECHO), David Degabriele (Maltese Ministry of Education, Sport, Youth, Research and Innovation - MEYR), Rares Voicu (Organising Bureau of European School Student Unions - OBESSU) and moderated by Claudio Dondi (International Institute of Humanitarian Law - IIHL). The participants shared their experiences and information on the existing national policy systems in terms of migration law and integration strategies, formulating the following policy recommendations based on the identified systematic gaps: (1) children with migrant backgrounds shall participate in political decision-making processes concerning topics such as the integration strategies and policy-makers shall create structures to have their voices heard and respected; (2) the national education systems should foresee classes in children's mother tongue, to support the child in the classroom environment and celebrate cultural diversity to encourage hybrid integration; (3) an accountability system shall be established to evaluate the impact, especially at the local level, of integration policies; (4) teachers' training programmes shall be improved and disseminated at large, particularly by providing teachers with the necessary time and resources to join them. This was identified as a fundamental element to ensure a good quality of education for every child.

2.6 Ideas Forum: Hackathon

On day 2 of the CHILD-UP Final Conference, the Ideas Forum, in the form of a preliminary hackathon and a resulting round table, was proposed to participants in order to collect inputs and suggestions through an interactive and collaborative session. The hackathon split the audience into three different groups of voluntary participants - each one focusing on a specific topic, namely: how to promote hybrid integration as a common concept; how to secure concrete sustainability for the project and its results; and cross-targeting inclusion practices - with the aim to propose initiatives and design general inputs for the following Round Table. The results of the hackathon are summarised here below:

- **Hackathon on hybrid integration**: the participants individuated three levels in which the concept of hybrid integration should be promoted and fully understood, namely policy making, families and

schools. Regarding policy making, participants stressed the key aspect of clarifying the messages delivered to policy makers, in order to encourage a precise and effective change in integration policies and strategies. As for parents and families, the main ideas were related to the active involvement of these important actors in the integration process of their children, specially by improving the relationship between teachers and parents, as well as by proposing cultural initiatives able to address the concept of hybrid integration. Schools, including school heads, teachers and learners, shall finally create safe spaces where children should be able to freely express their agency and their voices could be heard, in this way promoting more inclusive and democratic educational systems (in which the decision making process is shared among relevant actors).

- **Hackathon on CHILD-UP sustainability**: participants suggested promoting the sustainability of the project particularly through (1) the dissemination of collected and documented practices, in order to generate the multiplication of the project results' use by practitioners at different institutional levels, (2) search for good practices platforms in which CHILD-UP practices shall be shared as a valuable experience at the eyes of educators, policy-makers and other relevant stakeholders, (3) the continuous promotion of the results of the CHILD-UP research through the institutional channels of the different organisations, starting to present its approach as a paradigm to facilitate the cultural hybridisation of children.
- **Hackathon on cross-targeting inclusion practices**: participants underlined the need to reform the educational evaluation/assessment system, which is fragmented at the European level but also very standardised at the national one. In fact, evaluations do not normally leave space for multiculturality and do not take into consideration cultural differences among learners. For this reason, it was suggested not only to start reflecting on a reform of the assessment procedures but also to start allowing children to express themselves in classrooms (at the practice level then) in order to evaluate their situation according to their needs, experiences and cultural backgrounds.

2.7 Ideas Forum: Round Table discussing Hackathon proposals

The Round Table participants were chosen to represent school authorities, policy making agencies and civil society organisations, as well as to relate the suggestions emerging from the conference, particularly the hackathon, and the three parallel sessions held on the previous day: Anne Bamford (City of London Education and Culture), Federico Farini (Northampton University), Maija Liakka (United Nations High Commissioner for Refugees - UNHCR), Bonney Magambo (SINGA Lyon Association), Monica Menapace (DG Education and Culture, European Commission), Shanti George (Learning for Well-being Foundation, Lifelong Learning Platform). The moderator Claudio Dondi (International Institute of Humanitarian Law - IIHL, coordinator of the CHILD-UP CDI working group) introduced the session by illustrating how the development of the CHILD-UP project, both from the research and the stakeholders engagement points of view, allowed to intersect some key challenges of our time, such as the evolving aims of education, the need to make school a fully inclusive environment, the role of civil society in promoting children's agency and the participation in a culturally diverse society, the need to seriously address the issue of facilitation competences for education professionals, and the systemic dimension of migration policies, that might be not coherent with the efforts of integration done within the national education systems. Therefore, the term integration in the project was not only associated with the word "social", but also with the word "policy", meaning the need of increasing the degree of coordination and coherence among different sectors of public policy making and different institutional levels, from the local to the EU and international institutions.
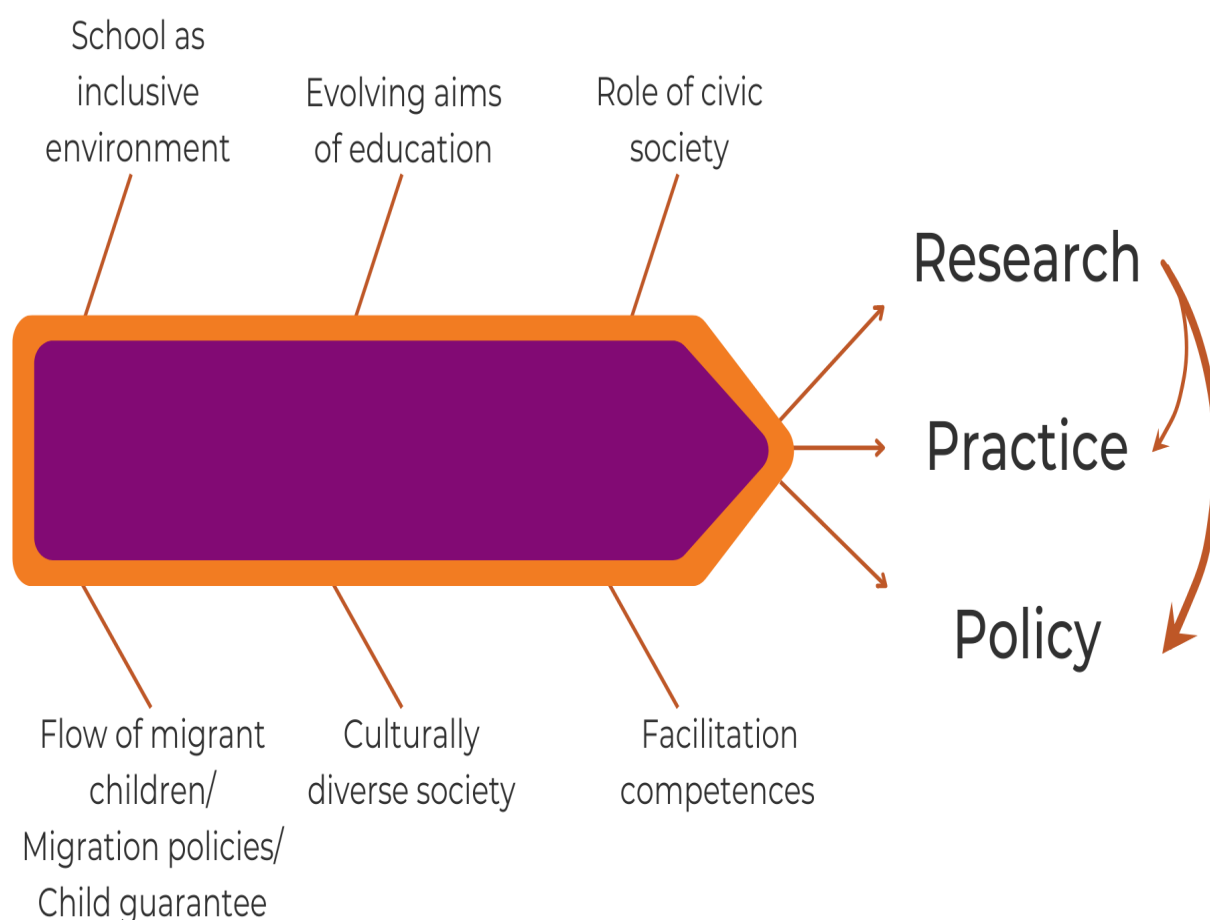
The Round Table represented another opportunity for discussing the main topics addressed by the CHILD-UP research and project, providing the audience with the possibility to receive feedback on the Hackathon proposals.

The Round Table firstly underlined how the local level would be key to implement the hackathon proposals, not only because integration processes are developed locally by nature, but also because it would not be possible to design general instruments that can work properly and efficiently in every national and/or local context. The same reflection applies to the teacher dimension. In this sense, teachers shall not be trained to deal with general issues (i.e. intercultural dialogue) but, on the contrary, to analyse the individual and unique situations of children to identify the specific issues and address them through customised paths leading to supported agency and well-being.

The current evaluation practice at school was also treated by participants and defined as a means of exclusion that needs to be revised and improved to be able to create a positive impact instead. In fact, facilitation and evaluation through dialogue were defined as preferable compared to the current quasi/standardised assessment, in order to transform classes into socially inclusive spaces where interactions - through the free expression of agency - might enable children and teachers to build meaningful connections. Through this renovated approach, schools might finally become environments in which children not only learn but can also become knowledge producers through their personal narratives and peer interactions.

All participants in the Round Table recognised the value of the CHILD-UP research results to feed grassroots practice within and around schools, inspired by the core concepts used by the project and the ones of well-being and social relationships, and the opportunity to use its results in education and migration policy terms. Furthermore, the question of why European school systems have to face all subsequent migration flows as emergency situations, rather than as a normal condition towards which educational professionals should be permanently well equipped, was inspiring many contributions. CHILD-UP moreover extracted some Policy Recommendations and two Policy Briefs that link research results to school practice and education policies. They were based on the key concepts proposed by the project approach and were finally clarified as a key to renewing practice and policy by Professor Claudio Baraldi in his conclusions.

3. Conclusions

Hybrid integration has been largely discussed during the conference. It is important to understand that hybrid is not a synonym of inclusion and is not distinguished from exclusion. In 1995, the German sociologist Niklas Luhmann proposed the distinction between inclusion and exclusion, applied to society as a communication system. In this view, both inclusion and exclusion concern participation in communication. The meaning of exclusion is clear: it is exclusion from communication, for instance, in education, politics, economics, or healthcare. However, the concept of inclusion as participation in communication is tricky. Inclusion concerns persons rather than roles. Excluding children means excluding their persons, rather than the roles they fulfil. Hence, excluding a "pupil" from education means excluding the person of the child. The role of pupil (i.e. the role of learner) cannot be excluded in itself unless the education system collapses. However, in the general conception of inclusion, including a migrant child in education may mean ignoring her/his person while supporting her/his role of learner. Thus, it is important to distinguish between participating by fulfilling a role and participating through personal expressions, i.e. participating as a person. This explains the importance of agency in understanding the inclusion of children as persons and the necessity to associate inclusion with agency.

Narratives of *personal cultural trajectories* show how persons display themselves in communication. These are narratives showing personal knowledge, experiences and emotions. These narratives are "cultural" since they are based on the use of linguistic symbols derived from the semantic heritage produced in communication processes. This semantic heritage gives meaning to children's personal trajectories, so that they can be defined as personal cultural trajectories. On the one hand, the narratives of personal cultural trajectories are constructed in contingent communication systems, such as classroom interactions. On the other hand, the narrated personal cultural trajectories have been constructed through other contingent communication processes experienced by children in their previous lived experiences. Against this background, diversity concerns both children as narrating persons and their cultural experiences. Diversity is the expression of narratives which, on one side, are contingently constructed in specific communication processes as classroom interactions, and on the other side have been constructed in several other specific communicative processes. Thus, the concept of diversity can be de-essentialised and associated with contingent and fluid expressions of personal cultural trajectories in communication. This is why diversity is *hybrid*.

Hybrid integration is based on the systematic interlacement of personal cultural trajectories. When several children participate in communication, their plural narratives can be interlaced in a dialogic way. Hybrid integration means amplification, rather than reduction of diversity, expressed through the dialogic interlacement of a plurality of narratives of personal cultural trajectories. Hybrid integration means enrichment of communication with variety and variability of personal cultural trajectories based on promotion of *all* children's exercise of agency in narrating their own trajectories. Hybrid integration requires specific structural conditions, which must be compatible with personal expression. These are the conditions of facilitation.

This approach emphasises the shift from top-down construction of knowledge to bottom-up construction of knowledge, where bottom-up means starting from local constructions of hybrid integration to move beyond them, for instance shifting hybrid integration from the classroom to other classrooms, to the school including the classroom, to other schools, to the local community and so on. A bottom-up process is a shift from local to local: all bottom-up processes are local, including those potentially relevant in the European Parliament or the United Nations Assembly. Despite the importance of the Internet and social media, local bottom-up processes are fundamental in making decisions, which always have an impact on lived experiences.

Annex I - Agenda of the Final Conference

DIALOGUE FOR HYBRID INTEGRATION

NARRATIVES AND PROMOTION OF
AGENCY OF CHILDREN WITH MIGRANT
BACKGROUND

Brussels (Belgium)

LaVallée Centre, Rue Adolphe Lavallée 39

9-10 June 2022

Horizon 2020
**European Union Funding
for Research & Innovation**

* The on-site conference will host a limited audience and will be held only on-site.

Final Conference of the CHILD-UP research project

Agenda

9.30-10.00 am **Welcome address**

Claudio Baraldi, *University of Modena Reggio Emilia (UNIMORE), CHILD-UP Project Coordinator*
Bernard De Vos, *Federation Wallonie-Bruxelles*
Marco Martiniello, *CEDEM, University of Liege*

10.00-11.15 am **Presentation of the CHILD-UP project and its results**

Claudio Baraldi, *UNIMORE, CHILD-UP Project Coordinator*
Shannon Damery, *CEDEM, University of Liege*
Aino Alaverdyan, *Seinäjoki University of Applied Sciences (SeAMK)*
Justyna Struzik, *Jagiellonian University in Krakow*
Sara Amadasi, *UNIMORE*
Federico Farini, *University of Northampton (UON)*

11.15-11.30 am Coffee break

11.30 am - 1.00 pm **Discussion panel**

Marcello Bettoni, *Associazione Nazionale Presidi (ANP)*
Christopher Clouder, *Alliance for Childhood, CHILD-UP International Stakeholders Committee (ISC)*
Elsa Mescoli, *CEDEM, University of Liege, UNIC - European University of Post-Industrial Cities*
Michalis Moschovakos, *DG RTD, European Commission*
Izabela Szymaniak, *Office for Foreigners, Poland*
Mary Tupan, *ECHO – The Hague, Center for Diversity Policy, CHILD-UP ISC*

1.00 pm Lunch break
The catering is provided by the social enterprise, YALA NA AKOUL

2.00-2.45 pm

Keynote speech

"The importance of recovering hybrid realities"
Adrian Holliday, *Canterbury Christ Church University,*
CHILD-UP SAB

2.45-5.30 pm

Parallel sessions (with scheduled speakers and open debate)

(with coffee break at 4.15 pm)

Research

Moderator: Helen Avery, *Lund University, CHILD-UP SAB*

- Mateja Sedmak, Barbara Gornik, *Representatives of the H2020 MICREATE project*
- Eva Bajo Marcos, *Representative of the H2020 IMMERSE project*
- Amanda Da Silva, *CEDEM, University of Liège*
- Ilse Derluyn, *Ghent University*
- Katarzina Gmaj, *Lazarski University*
- Ulrike Hess-Meining, *Independent social scientist*
- Mélanie Vivier, *University of Liege*

Practices

Moderator: Petra Van Haren, *European School Heads Association (ESHA)*

- Marcello Bettoni, *ANP*
- Christopher Clouder, *Alliance for Childhood, CHILD-UP ISC*
- Emilie Lembree, *Croix Rouge de Belgique*
- Eszter Salomon, *International Parents' Alliance, CHILD-UP ISC*
- Angela Scollan, *UoN*

Policy-making

Moderator: Claudio Dondi, *IIHL*

- Giusy D'Alconzo, *Save the Children Italy, CHILD-UP ISC*
- David Degabriele, *Ministry for Education of Malta*
- Mialy Dermish, *SIRIUS network*
- Mary Tupan, *ECHO – The Hague, Center for Diversity Policy, CHILD-UP ISC*
- Rares Voicu, *Organising Bureau of European School Student Unions (OBESSU), CHILD-UP ISC*

5.30 pm

The Band - Gaaci Fusion featuring Baptiste Beignon-Pivert, Cheikhou Ba, Jérôme Castin et Thomas Dimmers

6.00-7.00 pm

Guided tours at the "*Museum of the Migration in the Brussels Region*" (max 40 visitors, registration required)

DAY 2	

9.00-9.15 am	**Projection of the short film "*Vide ton sac*" by La Maison des Jeunes "*La Cité des Jeunes*"**
9.15-10.15 am	**Presentation of parallel sessions' results**
10.15-11.00 am	**Ideas forum: Hackathon**
	Edoardo Gimigliano, *IIHL*
	Luca Laszlo, *ESHA*
	Julie Raouane, *FREREF*
11.00-11.30 am	Coffee break
11.30 am - 12.45 pm	**Ideas forum: Round table discussing hackathon proposals**
	Moderator: Claudio Dondi, *IIHL*
	Ministry of Education, Belgium (TBC)
	Anne Bamford, *City of London*
	Federico Farini, *UoN*
	Shanti George, *Lifelong Learning Platform*
	Maija Liakka, *UNHCR*
	Bonney Magambo, *SINGA France, CHILD-UP ISC*
	Monica Menapace, *DG EAC, European Commission*
12.45-1.00 pm	**Final remarks**
	Claudio Baraldi, *UNIMORE, CHILD-UP Project Coordinator*

Scan & get access to the event virtual platform

Registration & Contacts

Conference **attendance is free** and **registration is compulsory**.

Do you need more information on the project or the conference? Contact us at:

Sara Amadasi, UNIMORE - *sara.amadasi@unimore.it*
Shannon Damery, University of Liege - *shannon.damery@uliege.be*
Edoardo Gimigliano, International Institute of Humanitarian Law - *edoardo.gimigliano@iihl.org*

www.child-up.eu

1

2

CHILD-UP Consortium

Coordinated by:
Department of Studies on Language and Culture - University of Modena and Reggio Emilia **(Italy)**

Partners:
Université de Liege **(Belgium)**
Seinäjoki University of Applied Sciences **(Finland)**
Zentrum für Forschung, Weiterbildung und Beratung – Evangelische Hochschule Dresden **(Germany)**
Jagiellonian University Krakov **(Poland)**
Malmö Högskola **(Sweden)**
University of Northampton **(The United Kingdom)**
International Institute of Humanitarian Law **(Italy)**
Federation des Regions pour la Recherche, l'Education et la Formation **(France)**
European School Head Association **(The Netherlands)**

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3

CHILD-UP Consortium

University of Modena and Reggio Emilia: **Claudio Baraldi (L), Sara Amadasi, Chiara Ballestri, Laura Gavioli, Vittorio Iervese, Elisa Rossi**
Université de Liege: **Dhannon Damery (L), Alissia Raziano**
Seinäjoki University of Applied Sciences: **Tiina Huatamaki (L), Paula Kuusipalo, Maiju Kinossalo, Henna Jousmaki, Aino Alaverdyan**
Zentrum für Forschung, Weiterbildung und Beratung – Evangelische Hochschule Dresden: **Thomas Drossler (L), Margund Rohr, Lena Foertsch; Franziska Wachter (L)**
Jagiellonian University Krakov: **Krystyna Slany (L), Magdalena Slusarsiik, Justyna Struzik, Marta Warat**
Malmö Högskola: **Erica Righard (L), Anne Harju, Petra Svensson Kallberg**
University of Northampton: **Federico Farini (L), Jane Murray, Angela Scollan, Natasha Bayes, Eva Prokopiou.**
International Institute of Humanitarian Law: **Gianluca Beruto (L), Claudio Dondi (L), Edoardo Gimigliano**
Federation des Regions pour la Recherche, l'Education et la Formation: **Liliane Esnault (L), Axel Joder, Julie Raouane, Monica Turrini**
European School Head Association: **Fred Verboon (L), Petra van Haren (L), Edwin Katerberg, Luca Laszlo**

4

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

up

This project has received funding from the European Union's Horizon 2020 Research and Innovation Programme under grant agreement No. 822400

1

This introduction

up

1. Basic Concepts

2. Overview of the collected data

2

Agency

Analysis of the ways of encouraging, enhancing and supporting agency of children with migrant background.

- Agency is a form of active participation based on the choice of ways of acting, which can change social and personal conditions (introduction of unpredictability).
- Children's agency is shown by rights and responsibilities in producing knowledge (**epistemic authority**)

Is agency differently expressed:
- **According to gender?**
- **by migrants and non-migrants?**

3

Facilitation

Facilitation is a dialogic form of communication which can encourage, enhance and support children's agency

Facilitation aims to enhance (1) **equity** of participation; (2) **empowerment** of participants' contributions; (3) **sensitivity** for participants' contributions

Facilitation is based on **both facilitative actions and children's exercise of agency** (including autonomous initiatives)

4

Facilitation as language mediation

Coordination of **bilingual interactions** between teachers and **migrant parents** (and children in some cases):

- Aiming to enhance and support migrants' active participation in the interaction.
- Based on mediators' **renditions** and **interactions** with one interlocutor to clarify the meanings that have been or will be rendered.

5

Hybrid Identity

Meanings of cultural Identity can be constructed through migrant children's agency, which

can enhance the social negotiation of cultural identity as fluid, malleable, and contingently constructed in communication (**hybrid identity**).

By enhancing children's agency facilitation supports the construction of hybrid identity, avoiding the construction of unchangeable traditions and motives of separation.

6

Hybrid integration

Hybrid Integration as combination of fluid, contingent and changing identities produced in classroom/group interactions, which reduces the risk of disintegration and separation.

It is based on the facilitation of agency producing:

(1) Interlacements of children's narratives of personal cultural trajectories
(2) Complexity and variety of narrated trajectories as enrichment of classroom/group interaction.

7

Research areas

Country	Locations
Belgium	Wallonia and Flanders
Finland	Tampere and Seinäjoki
Germany	Saxony and Hamburg
Italy	Modena, Reggio Emilia and Genoa
Poland	Kraków and Łuków (region of Małopolska)
Sweden	Malmö
UK	Boroughs of Barnet, Bromley and Merton (Greater London)

8

Field Research: mixed methods

Survey: children, parents and professionals (teachers, social workers, interpreters/mediators)

Individual and focus group interviews (children and professionals)

Recording of activities in schools (teachers, external facilitators, children, mediators)

Pre-test questionnaires to understand expectations (children)

Post-test questionnaires and focus group interviews to evaluate school activities (children)

9

The pandemic

Very relevant impact on the collection of qualitative data, delayed **from spring 2020 to June 2021** (October 2021 for one partner).

Big effort of the consortium partners and important collaboration with schools: **relevant quantity and quality of collected data**.

Use of digital platforms in some cases

10

Participants in questionnaires and interviews

	Questionnaires	Interviews (individual/focus group)
Children (age 5-17)	3,959	1305
Parents/guardians	2,341	-
Teachers/educators	421	164
Social workers and mediators	455	102
Total	**7,176**	**1571**

11

Gender (survey)

	Males	Females
Children (age 5-17)	49,5	50,6
Parents/guardians	22,9	77,1
Teachers/educators	15,7	84,3
Social workers	29,1	70,9
Mediators	25,8	74,2

12

Children with Migrant Background (survey)

up

	%
Sweden	77.0
Belgium	57.9
Italy	46.7
United Kingdom	32.2
Germany	22.8
Poland	22.6
Finland	21.0
Total	**36.7**

13

Recording of activities and tests

up

	Number	F	M	M	NM
Involved classes/groups	103				
Recordings in classes/groups	**207**				
Pre-test (children)	**1684**	51.3	47.0	**49.4**	50.1
Post-tests (children)	**1601**	53.5	49.1	**48.6**	50.1
Recordings of mediations	**18**				

14

Next presentations

Some relevant results about:

- **Background desk research (Shannon Damery)**
- **Quantitative survey (Aino Alaverdyan)**
- **Qualitative individual and focus group interviews (Justyna Struzik)**
- **Recordings of activities and children's evaluation of activitites (Sara Amadasi)**
- **CHILD-UP outputs (Federico Farini)**

Short conclusions (Claudio Baraldi)

15

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

WP3 – Obstacles and Local Responses

1

"Child" Defined

UNCRC -

Children should be treated as children first - regardless of their migratory status.

Typically adhered to in legislation, but in practice children face barriers to accessing:

• Adequate housing
• Healthcare
• Right to family unity
• Education

2018 European Parliament Resolution on the protection of children in migration

2

Increasing Formalization/Systemization of Integration

up

The majority of the responsibility for support of migrants and their integration happens at the local level.

It is also at this level that actors understand the specific needs of the local population.

3

Entering school: School and Grade Level Placement

up

Delays in entering/starting school

No systematic was of deciding grade-level placement

Undocumented families hesitance to enroll
• based on fear of being reported

The conundrum of separated preparatory programming

4

Achievement Gap

up

- Children with a migrant background typically have lower educational outcomes than their non-migrant peers. (ETM 2017, Schleicher 2006, Van Maele and Poeze 2018).

- WHY?
  - Migrant children more likely to attend lower quality schools
  - Language learning
  - Mistakenly placed in "lower tracks" or wrongly diagnosed with learning disabilities.

- BUT differences in school performance does not correlate with a migrant background in general, but according to a long list of criteria: country of origin, migration generation, federal state of residence, social status, etc. (Deutsches Jugendinstitut 2012).

5

Obstacles for Schools

up

- Migrant children having large gaps in their education;
- Poor communication between schools and migrant parents;
- Migrant children being less likely to be enrolled in pre-school and kindergarten;
- Parents having an insecure migratory status in the country of residence;
- Lack of qualified teachers;
- Uneven distribution of qualified teachers – cited in Belgium, Poland and Finland
- Concentration versus dispersal

*Teachers having lower expectations of migrant children
*Language and cultural misunderstandings treated as learning disabilities and behavioral problems.

6

The challenges faced by schools and migrant children are mitigated or enhanced based on several factors, including

- the experience that the school systems have in welcoming migrants,
- the overall resources available to the school, as well as resources specifically dedicated to migrant children and families,
- and the trainings (and their efficacy) that are available to teachers and other school actors.

7

Teacher training and support

In general, teacher training initiatives are typically a local or regional responsibility. While this area was highlighted as one with deficits, there are various initiatives to train and support teachers

- Hiring more diverse staff
- Include intercultural education in standard teacher training

8

Sense of Belonging

Bullying and Discrimination

- Mentoring
- Cultural Programming
- Support of home language

9

Parental Involvement

- Opportunities for informal socialisation
- Translation of school documents/use of pictograms
- Parents groups/associations
  - The parent councils in Poland are an example of a very collaborative strategy
    - Even can have input in choosing school books
  - Mother's groups
  - Finland - the expectation with web-based communication is that parents and teachers are communicating on a nearly daily basis.

10

Conclusion

- **The local level is key**

- **Lack of available data and systematic monitoring on key issues – particularly at the local level – must be resolved**

11

up

**Highlights of Child Up -Survey
from the Perspective of Supporting Children's
Agency and Hybrid Integration**

WP4 RESULTS (2020)

Aino Alaverdyan

Tiina Hautamäki

SeAMK, Seinäjoki University of Applied Sciences, Finland

1

CONTENT

1. Focus of the presentation
2. Migrant-background Children´s agency
3. Children´s agency
4. Teachers´/educators´ support for children´s agency
5. Parents´ communication with teachers
6. Mediators´/interpreters´ support for children´s agency
7. Social workers´/guardians´ support for children´s agency
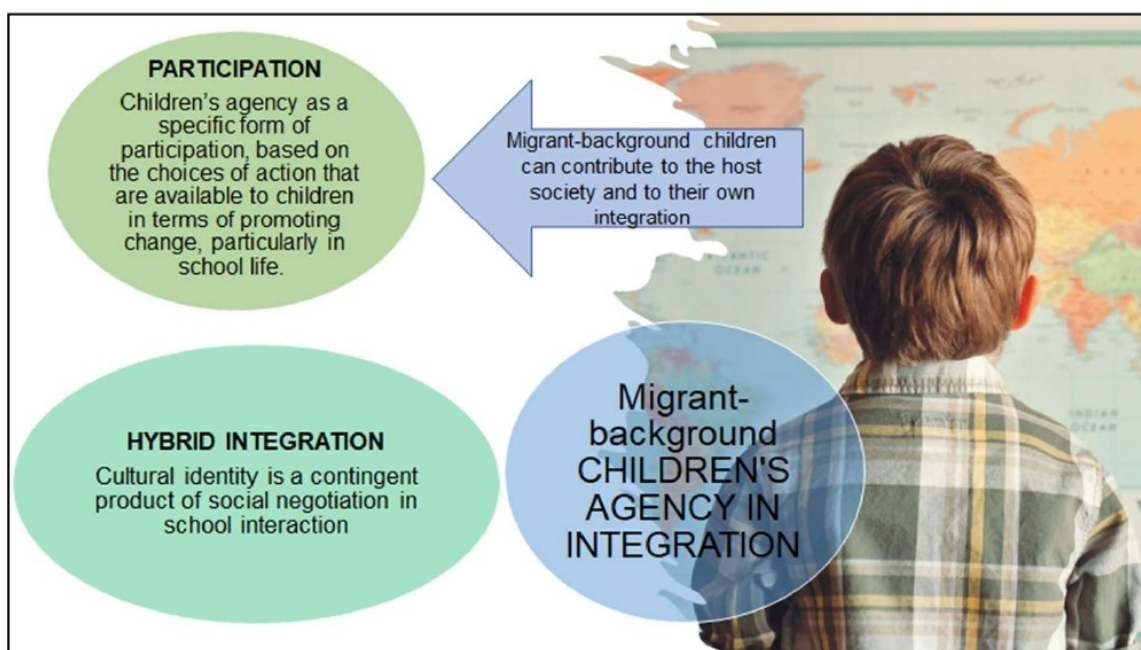8. Conclusions and reflections forward

2

1 FOCUS OF THIS PRESENTATION

SYNTHESIS OF THE QUANTITATIVE RESULTS WITH SOME CASE EXAMPLES

How **MIGRANT-BACKGROUND CHILDREN'S AGENCY** is present and absent in relation to hybrid integration and everyday life in schools from the viewpoint of children, their parents or guardians and professionals working with them?

3

PARTICIPATION

Children's agency as a specific form of participation, based on the choices of action that are available to children in terms of promoting change, particularly in school life.

Migrant-background children can contribute to the host society and to their own integration

HYBRID INTEGRATION

Cultural identity is a contingent product of social negotiation in school interaction

Migrant-background CHILDREN'S AGENCY IN INTEGRATION

4

3 CHILDREN'S AGENCY (N=3958)

- Most children were quite positive about their competences
- Many have positive relationships with peers and their family
- Many children do not find schoolwork as positive experience (30-40%)
- Children with a migrant background receive help less frequently
- Almost all children follow teachers' instructions (86%) and ask questions about these instructions (82%)
- Most of children also feel they can speak freely about what they think (74%) and feel, like and dislike (73%)
- Children can participate in decisions about school activities (67%) and can express their ideas about the classroom design (62%).
  - In England in primary schools the level of agency is high.

5

4 TEACHERS'/ EDUCATORS' (N=421) SUPPORT FOR CHILDREN'S AGENCY

- Agreement among teachers is high in terms of support of creative new ideas about teaching and encouragement of expressing children's interests and allowing for autonomous discussions (59%)
- Teachers support children's initiatives that are not connected to teaching (46%)
- School activities seem to set limitations, when few teachers say that they try to enhance children's activities beyond school and teaching (35%)
- Teachers support and encourage children´s creative new ideas about teaching and try to enhance children´s activities that are not connected to teaching (46%)

  - Especially Polish and German teachers support and encourage children´s creative new ideas about teaching

6

5 PARENTS' (N=2282)
COMMUNICATION WITH TEACHERS

- The number of parent responders were lower (N=2282) than planned (N=4760)
- Parents' positive assessment of communication with teachers (84%) was more frequent than teachers' positive assessment of communication with parents (57%)
- Challenges in communication: a) teachers' responses: lack of parents' interest and language skills, b) parents' responses: workload and limited time resources
- Need to utilize different communicating channels
  - In Finland, most non-migrant parents rely mostly on the web portal, but migrant parents use various channels: face-to-face meetings and phone/social media messages more often than non-migrant parents
  - In Belgium, most teachers identified the written messages or notebooks carried along by pupils as their main communication tool

7
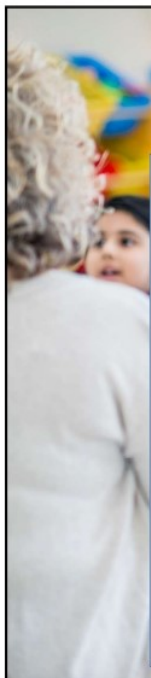
6 INTERPRETERS'/ MEDIATORS' (N= 123)
SUPPORT FOR CHILDREN'S AGENCY

- There are differences in case countries how the interpretation services are arranged
  - In the UK interpreters do not work at schools
  - In Sweden majority (69%, 60%) and in Germany over half (61%, 51%) of the pupils with migrant background express that they have access to sufficient language support at classrooms
  - The Language and Culture mediation is largely ignored, with the exceptions of Poland (70%) and Sweden (59%)
- Majority (75%) of interpreters have received training in multicultural issues
  - In Germany, interpreters (86%) received such training more often than Social workers (73%) and teachers (44%)
- Interpreters feel the need to be able to cope with multicultural classrooms (71%), the weakest point in their work is reducing ethnic stereotypes (67%)
- Over half of the interpreters (51%) encourage children to make their opinion clear to adults and to articulate and enforce their interests (56%)

8

7 SOCIAL WORKERS'/ GUARDIANS' (N=332) SUPPORT FOR CHILDREN'S AGENCY

- Social workers perceive positively relations with clients (99%) and collegial support (91%)
- The critical aspects concerns supervisors' support (75%) and the relationship with other support networks such as schools (78%)
- Altogether 40% of social workers feel overwhelmed about their contacts with clients
  - In Italy, only 7% of social workers feel overwhelmed by clients
- Social workers are more confident in their abilities than teachers and interpreters
- Majority of (70%) of social workers have received training in multicultural issues
- The social workers' positive responses focus more on their ability to encourage children to make their opinion clear to adults (60%) and to articulate and enforce their interests (57%), which underlines their professional role.
- Social workers more frequently (50%) support children's creative and new ideas about social work and encourage them to implement these ideas

9

8 CONCLUSIONS AND REFLECTIONS FORWARD

THERE ARE NECESSITY TO INCREASE:
- children's agency (participation) and dialogue in the classroom
- dialogue between schools and parents,
- awareness of the opportunities and risks of hybrid integration.

THE NEXT PRESENTATIONS WILL FOCUS ON:

•How children and professionals narrate agency and problems of hybrid integration

•How professionals can enhance sensitivity towards agency and hybrid integration

10

THANK YOU FOR LISTENING!

REFERENCE: Executive summary, quantitative analysis, Work package 4. Child-Up Consortium. https://www.child-up.eu/wp-content/uploads/2020/10/CHILD-UP-Report-on-the-analysis-of-quantitative-data_FULL.pdf

Photos from Microsoft 365 –photo bank

11

up

Towards Participatory Schools
WP5

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

This project has received funding from the European Union's Horizon 2020 Research and Innovation Programme under grant agreement No. 822400

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IN KRAKÓW

1

WP5 objectives

up

The main objective:
To explore perspectives of professionals (teachers, community educators, facilitators, mediators/interpreters, social workers) working with children and children themselves.

Specific objectives:
1. to investigate ways in which professionals enable children to learn and motivate them to participate in the social processes in which they are involved;
2. to investigate children's expectations, levels of trust, present and desired future activities, relationships with the protection systems (where existing) and the school system, and evaluation of social factors, including the gender dimension.

2

Agency: engaging students into educational processes

Students as partners in teaching
- Involvement in decision-making processes
- Non-standard methods (trust, free expression of thoughts)
- Open and safe atmosphere in the classroom
- Personal relationship with children
- Recognizing children's capabilities

I would never stand in front of a class and say, 'now you have the rules here, and this/ this is how it works for me.' That is always **negotiated together**. And those are the things, right? Where I say, **this negotiation, this communication with each other**, rules of conversation. But also really **paying attention** to what is expressed, what could hurt or offend others during the breaks. (G_T6_F)

Boy: We had **so much fun** when Mr. [teacher's name removed] was **telling stories** of him going to school and he did not like it then I like it and the funny stories with his friends
I: How did it make you feel?
Boy: Fun and it looked like me actually (UK_F16_CH_2_B)

I think it is important to **create an environment where everyone feels safe**. When everyone comes to school or is in the classroom that you are safe with yourself and you get to be who you are. And that's why we usually start a lot with this kind of **warm up games or tasks** and so on. It's just mostly to get everyone started, so that everyone feels a little … So that everyone can have room, quite simply. (SWE_T5_F)

3

Agency: engaging students into educational processes

Institutional barriers
- Perhaps because the **teachers themselves are overwhelmed**. Perhaps they are **overburdened with the class size**, with the **heterogeneity of the class**, with yes (-) the pressure of the parents. Perhaps there are too few teachers with basic training. The lateral entrants are technically good, but they lack the pedagogical qualifications. (G_T4_F)

Non-institutional barriers
- But they **lack technical language** and that is a big problem. A very big problem, because they are eleven or twelve years old and can't understand a scientific text, even if it's very simple and they can't read it. (G_T4_F)

4

Agency: developing relations built on trust and support

Teachers' engagement, flexibility and commitment

Girl: 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_G)

Peer networks and students' support

Like last year, for example, we had **a newcomer**. We **integrated him well enough into our group** so that he does not feel different. He had more support from us than from the management. ... I think the management doesn't realize, but they try to be there but without being there; it's not enough for a new person who has just arrived. (BE_I3_G)

5

Unfair treatment

- Handling students' behaviour in class differently (Belgium, Finland)

- Giving lower grades to migrant children (Poland)

- Undermining children's' ability to learn (Poland)

- Declining remedial teaching (Finland)

- Assigning labels to children (Italy, Belgium)

Every hour of class I had remarks ... 'we will have a future murderer or prisoner, won't we Mr. ****'. Comments like that I got every hour of class. So poor relations. ... It didn't bother me too deeply. A teacher who says that kind of thing to you is a bit of a kid, and you say to yourself 'well, it's not someone that I hold in high esteem so that doesn't bother me.' (BE_I8_B)

6

Agency: gender dimension

- Cultural expectations

- Family expectations

The fathers of the girls of the Maghreb area already have an idea of their daughters as mothers, at home, who may gain a school diploma but not for the reason of increased job opportunities. The same thing, not for religious ideological reasons, but the same thing applies to the fathers of Ghanaian and Nigerian girls, a little education, yes, whatever is compulsory, it has to be done or social services might come to your home, but **they tend not to have high expectations for their daughters**. A little bit better, a lot better in fact, are the parents of boys from Eastern Europe [...] or the boys' fathers expect their sons to do something better than their own job. (IT_T6_F)

The **school should promote these things and educate girls and women** even more about Finnish society. And men too, of course… they have some bad habits to unlearn. The school should take an **open stance on this for both men and women**. The school is in an excellent position to teach young women and young girls that they have those rights. (FI_I3_F)

7

Language

- A sense of loneliness and isolation

- Peer-support

- Diverse school policies

- Multilingualism

Boy1: I was literally scared because I **did not understand anything** and I had to take 2 buses and sometimes a train and I was 8 with no English to be honest. The school was a scary place.
I: How did you manage then?
Boy1: **Everyone was kind** I was scared of breaks and lunchtime I was always looking for Ms. D. [teacher assistant's name removed] because I was scared and I think I thought she was like my mum. But **everyone was cool and chilled** after like one week I was fine and I met him we travel together. (UK_F24_CH_1_B)

For example, during break time, teachers reported allowing students to **speak with each other in different languages** because they were likely to **be tired from spending so much time speaking in a language they were not completely comfortable with**. (BE_T4_F)

8

Pandemic

- Invisibility of children: lack of participation in remote teaching, digital divide and digital illiteracy, insufficient support
- Children's fatigue
- Negative impact on social relations and interpersonal connections
- Dependence on parental assistance
- Gender inequalities
- Positive consequences of COVID-19

It was hard because my little brother, he causes chaos at home. He runs around and my mother she washes, and she talks to her siblings very loudly. (SWE_F7_ISCED2)

I think Corona is quite unfair, because we had planned quite, quite, quite a lot of class excursions before Corona and there always wanted to come over, for example, a policeman, or a fireman, (...), but unfortunately they couldn't come, we couldn't do any excursions either. (G_F24_ISCED1_G)

During online learning, the teachers often made presentations on the topic, they often prepared additional documents with notes in Word files. The geography teacher made presentations, notes in Word, and videos. The physics teacher made presentations at the beginning, then in a document (...) with notes, a teacher explained everything. Later on, there were still some videos. I think that there was a video, a presentation, a Word document in every lesson, there was a lot of that. (PL_I4_CH_G)

9

Thank you!

WP5 Report:
Report on qualitative analysis
https://www.child-up.eu/wp-content/uploads/2022/05/MS16-Report-on-qualitative-analysis.pdf

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10

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up

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

1

General aims of this presentation

up

1. Presenting some results of research on school activities which aimed to **enhance and support children's agency and hybrid integration**, with a specific focus on participation of children with migrant background (CMB).

2. Proposing a reflection on **methods of facilitation** enhancing and supporting agency, dialogue and hybrid integration of CMB in the education system

2

Data

Transcription of extracts from recorded interactions

To provide indications and suggestions about best practices and, to less extent, problems in facilitation of children's agency and hybrid integration.

Almost all extracts include sequences in which CMB actively participate in classroom interactions.

3

Data

so in my opinion it means yes to be happy means this because

4

Forms of facilitation

Recurring facilitative actions:

- Questions showing interest in children's points of view
- Formulations which summarise, make explicit or develop the gist of children's narratives/contributions;
- Minimal feedback showing listening and attention and favouring the fluidity of conversations.

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5

Other forms

- **Mixed forms of facilitation**: based on adults' expanded turns of talk which provide comments or explanations about relevant and positive meanings produced by children.
- **Directive forms of facilitation**: adults' more frequent, or systematic, comments and explanations, combined to normative recommendations; Teachers/facilitators provide relevant knowledge for children, establishing adult authority in the classroom
- **Participated teaching**: 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; when children do not align, teachers tends to avoid negative sanctions.

6

Effects of facilitation

Children's Agency is shown by:

- Narratives of personal cultural trajectories (Holliday 2013)

- Children's initiatives (based on minimal enhancement)

- Children's display of expertise on certain topics

- Children negotiation or rejection of facilitators' comments and requests

Children's exercise of agency decreases progressively from forms of facilitation to participated teaching

7

Children's evaluation

Classroom interaction was evaluated positively by 68.9% of participants (80.4% of adolescents) and negatively only by 7%.

No substantial differences of gender and migrant/non-migrant background.

Focus group interviews showed that children were able to identify relevant aspects of facilitation and to distinguish between more successful and less successful forms.

8

Results about language mediation

Mediators' agency:

- Mitigation of teacher negative evaluations: both in comments addressed to teachers and in translations for parents
- In interactions with parents: additional support and positive wishes
- Difficulties with children: failure in promoting and supporting their agency.

These aspects were not identified in nursery schools.

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9

Conclusions

Our analysis shows that:

- Some facilitative actions can be particularly relevant in enhancing and supporting (migrant) children's agency and production of narratives
- Different forms of facilitation make a difference for children's agency and production of narratives
- Facilitation is not only effective from the standpoint of researchers but also from that of children

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10

The Outcomes for innovation in working with children

This project has received funding from the European Union's Horizon 2020 Research and Innovation Programme under grant agreement No. 822400

1

Child-UP Outputs

✓ The Archive (movio.child-up.eu)

✓ The guidelines
https://youtu.be/1O40zQpzpU8

✓ The Massive Open Online Course

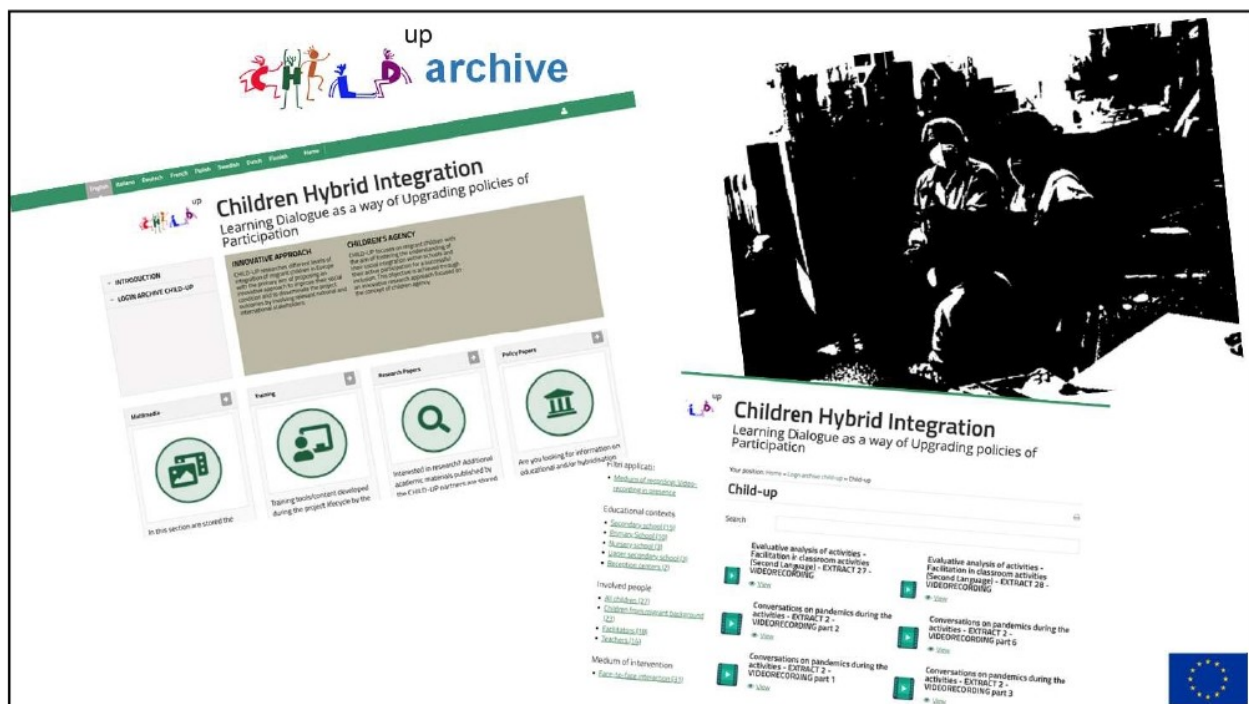✓ The training guidance 'train the trainers'

2

up
CHILD **archive**

- ✓ 124 text documents
- ✓ 32 audio-video of selected facilitated interactions
- ✓ Research results, quantitative and qualitative

Easy searchable using tags

3

4

Guidelines

Illustrate the ambition of Child-UP and the training

Support the best use of the MOOC and the training package

Pivotal for the dissemination of Child-UP innovation and sustainability, towards UN SDG4

5

MOOC and training package

The data-driven training package and Massive Open Online Course, support professional, offering practical tools to transform promotion of CMB's agency into professional practice

MOOC is designed to expand impact

Training Package secures flexibility and sustainability (train the trainers)

6

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

1

Methodological conclusions

- Studying and paying attention to both **narratives** and **practices (use of mixed methods)**

- Enhancing **bottom up** processes to construct knowledge and activities in local contexts (schools and communities), comparing them across Europe

- Valuing children's (and professionals') **participation** in daily school activities.

- Constructing **specialised and interactive digital archives** to support local practices.

- **Supporting local practices systematically**

2

Theoretical (and practical) conclusions

From the concept of integration to the concept of **hybrid integration**

Agency as engine of hybrid integration (choosing how to act e how to tell own personal cultural trajectories)

Promotion of migrant children's agency and hybrid integration requires specific **facilitative actions**.

3

What we know about narratives

- **CMB and non-migrant children answer along similar lines about school experience and exercise of agency**
- Children value school as a non hierarchical meeting place in which they can express themselves, assume responsibilities and participate in decision-making.
- There is an evident relation between children's agency on the one hand, and teachers' support on the other.
- Teachers recognise the children's need to express agency in school life but their support of agency is not systematic.
- Support of multilingualism (native languages, language mediation) is very weak.
- Narratives of intercultural relations are incoherent and controversial
- There are important problems of communication between teachers and parents

4

What we know about practices

- Specific facilitative actions can support agency and equality in all types and grades of school.

- Interlacements of children's personal cultural trajectories can be effective in all types and grades of school.

- Teachers' autonomy in applying facilitation in specific contexts (according to age, gender, language proficiency, specific trajectories) is very important.

5

Guidelines and training: important contents

- Agency and hybrid integration, rather than cultural differences and intercultural relations.

- Clarification of meanings of hybridization (vs. value of cultural differences and integration as assimilation).

- Facilitative actions in classroom interaction

- Promotion of narratives of personal trajectories, by using different media and materials (videos, photos, drawings, texts, objects).

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up

Thank you!

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