



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

Deliverable

D7.3 Guidelines for dialogic methods

Deliverable Responsible: University of Northampton

Deliverable due date: 31/05/2022

Actual submission date: 10/01/2023

Version: 2.0

Document Control Page

Title	Guidelines for dialogic methods
Creator	University of Northampton
Description	Guidelines for dialogic methods
Publisher	Child-Up Consortium
Type	Report
Language	English
Audience	Public

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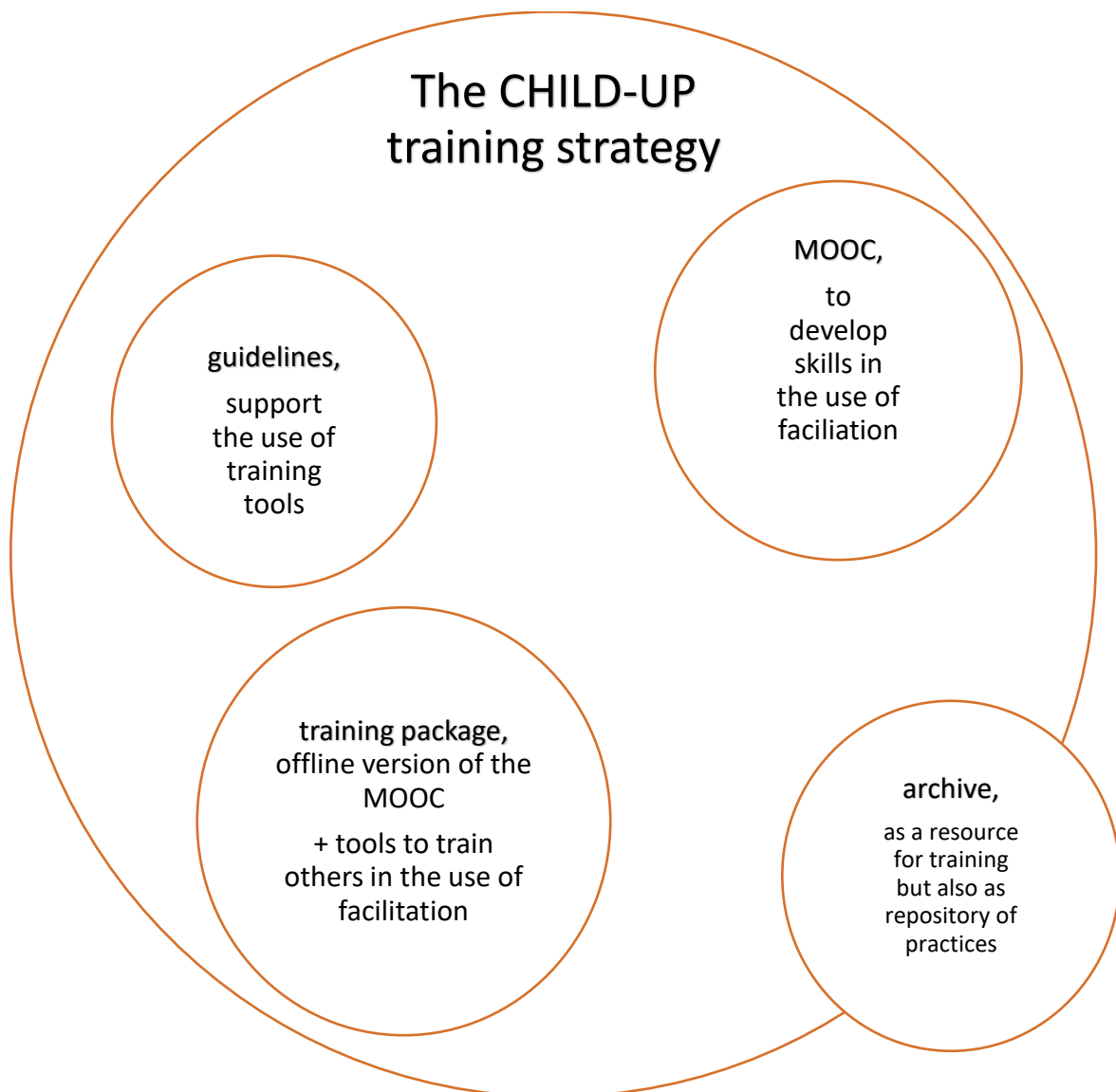
Introduction to the guidelines

The guidelines are the introductory component of a multifaceted training strategy to support those working with children to utilise facilitation. According to the mission of the CHILD-UP project, the use of facilitation is instrumental to create the most favourable conditions for the creation of hybrid integration in educational contexts. Hybrid integration sees integration as the outcome of contingent negotiation during social interactions (for instance in schools), where every child is acknowledged as author of his or her identity, against pre-determined assumptions based on the ascription to supposed social groups. Children, migrant children, and all children, are the authors of their identities. If the status of authors of knowledge about themselves and about the world is acknowledged for all children, this is a situation of hybrid integration. Facilitation of participation in social interactions can be facilitation of children's access to the status of authors of knowledge about themselves and about the world. Training in the use of facilitation is key to hybrid integration because facilitation of children's participation in interactions from the position of authors of knowledge is the most favourable condition for the creation of hybrid integration. CHILD-UP strategy to support training in the use of facilitation develops across four dimensions:

1. *These guidelines.* The guidelines support the use of the training tools that were built based on data collected during the CHILD-UP project. CHILD-UP training accessible as a Massive Open Online Course at www.CHILD-UP.eu
2. *The CHILD-UP Archive.* The archive can be accessed at movio.CHILD-UP.eu (free registration needed). The archive is a large repository of data from CHILD-UP research that includes 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 trainees an opportunity to compare the contexts of their own 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.
3. *The CHILD-UP MOOC.* The MOOC is made of 14 training modules to develop skills in the use of facilitation. Most modules in the MOOC are based on data from different national contexts of the CHILD-UP research. Data from CHILD-UP in form of transcripts of adult-children's interactions, video-recordings and audio-recordings are used to discuss, compare, and analyse practices of working with children, and their different impact on children's access to the status of authors of knowledge.
4. *The training Package* (available at www.CHILD-UP.EU). The training package is:

- a companion to the MOOC: the training package collates all MOOC modules and materials in a cohesive document that can be printed and kept in any professional working environment for ease of access
- an expansion of the MOOC, serving an additional scope. The training package offers guidance for professionals who are familiar with the use of facilitation and want to train others. The training package supports change in practices 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 and beyond.

Figure 1: CHILD-UP training strategy



1. The ambition 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 section was added because an intelligent use of the training tools developed by CHILD-UP needs a prior understanding of what they were devised for.

CHILD-UP is interested in enhancing migrant children's agency. Agency is understood as children's access to the role of authors of their own identities, which can also positively change the social contexts, for instance creating the conditions for hybrid integration. Migrant children in Europe are living in a variety of policy contexts that can either support or hinder hybrid integration. However, little is known about supporting hybrid integration at the level of face-to-face educational practices in the classroom.

The underpinning idea of CHILD-UP, based on literature as well as on a recent and related EU-funded project (www.sharmed.eu) is that migrant children's agency and hybrid identities are strictly connected. Agency, as authorship of knowledge about oneself and the world, is necessary for hybrid integration. Hybrid integration is a favourable context for agency because it is the dialogical co-construction of knowledge.

1.2 Key-concepts underpinning the CHILD-UP project

A full discussion of the key-concepts underpinning the CHILD-UP project overall is included in the final research report (accessible at www.CHILD-UP.eu), including a critical examination of literature. The guidelines introduce the key concepts that are essential to understand the aim of training tools before using them. The introduction of the key concepts aims to allow the use of the training tools independently from the access to the full research report.

1.2.1 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 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. In adults-children's relationships, children's agency can be observed when children have rights and responsibilities for constructing knowledge. Agency is participation in social encounters that enhances social change. Hybrid integration is an example of social changes that can be enhanced by agency. The promotion of migrant children's agency as their

right to construct their own integration as authors of knowledge about themselves and their worlds is the mission of the CHILD-UP.

The CHILD-UP project aims to evaluate the use of facilitation for the promotion of agency, understood as migrant children's contribution to the co-construction of identities in multicultural contexts. Hybrid identity refers to identities that are negotiated in interactions, fluid, flexible, morphing. Hybrid integration offers an alternative to assimilation, the risk of which has been often presented as a negative corollary of integration.

1.2.2 Education and agency

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' is ascribed as an essential feature of their identity.

Schools are identified as acculturative contexts for migrant children. School curricula, norms of behaviour, values and implicit assumptions are tools to secure children, and in particular migrant children's adaptation to the school as an organised social context. For instance, migrant children are invited to adapt to expectations concerning their cultural identity.

Much less interest is accorded to the promotion of migrant children's agency. Still, CHILD-UP recognises that education can improve the potential of migrant children's agency. 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. Facilitation is evaluated by CHILD-UP research activities as a methodology to promote migrant children's agency in classroom interactions, first and foremost as authorship of knowledge. Facilitation aims to promote migrant children's agency in classroom interactions. This project's aim entails the promotion of dialogue. Dialogue is based on the positive value of active and equal participation, perspective taking, and empowerment of expressions. Dialogue opens the floor to the expression of all kinds of diversity. For instance, dialogue can open the floor to the expression of diversity through the narration of personal trajectories, thus opening the floor to the personalised production of hybrid identities. CHILD-UP evaluates how facilitation promotes dialogue and migrant children's agency contributing to a change in educational practices that positions migrant children, and all children, as authors of valid knowledge. This a more general focus of evaluation, that includes more specific educational situations:

- *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. CHILD-UP evaluates second language learning based on dialogic methods that combine learning with migrant children's agency and the construction of hybrid identities in the classroom.

- *Intercultural education.* Intercultural education is considered extraordinarily important in Europe. The CHILD-UP projects evaluate practices of intercultural education based on dialogue, observing if they can enhance the construction of hybrid identities.
- *Language and intercultural mediation.* Support of migrant children's knowledge of their native language and support of multilingualism are infrequent in Europe. CHILD-UP aims to analyse if and how language mediation can create the conditions for hybridisation of identities.

2. Working with children to enhance dialogue, agency, and hybrid integration in the classroom

2.1 Notes on facilitation and children's age

CHILD-UP supports work with migrant children aimed to enhance dialogue, agency, and hybrid integration in multilingual and multicultural contexts. 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.

CHILD-UP data across seven national contexts suggest some degree of continuity in the relationships between 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). These observations say 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, evidence from the CHILD-UP research suggests that facilitation can indeed be successfully used in ISCED 0 and ISCED 2 contexts as well. Before using of facilitation with age-ranges that are expected to be less open to it, a recommendation would be to reflect on the impact of adults' expectations on their approach to working with migrant children.

2.2 The use of materials and facilitation

Facilitation can use materials to support children's agency, such as written texts, drawings, and images. 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, but also 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 materials can be the pivot of memories or emotions that fuel children's authorship of knowledge about themselves and the world. Expressed in form of personal narratives. The exchange of personal narratives and their possible interlacements are a situation of hybrid integration.

It is however important to refrain from looking at materials as a technical solution that can automatically secure a successful promotion of migrant children's agentic participation and hybrid integration. Rather, materials should be seen as a portal to open spaces for engagement in facilitative practices. What makes a difference is positioning children and adults as equal participants who are expected to express their unique persons.

2.3 Linguistic fluency and facilitation

In line with previous research (please see the CHILD-UP final research 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 implications for the viability of facilitation too. When migrant children are not fluent in the host language or language of instruction, this can affect their participation in interactions. Children's linguistic fluency is a crucial variable that needs to be considered when planning and practicing facilitation. Even a consistent use of facilitation may not be enough to prevent marginalisation of children with limited linguistic fluency. It is advisable not to put pressure on children with limited fluency in the host language. Putting pressure on children is not compatible with agency, because agency is based on autonomous choice.

Nevertheless, facilitation can support of migrant children's fluency. This is related to the observation, during the CHILD-UP research, of second language teaching based on classroom conversation, which can be also defined 'classroom context mode'. The classroom context mode is underpinned by the methodological idea that supporting participation in conversation is the most effective way of supporting language learning. The classroom context mode encourages migrant children to author extended narratives, converging with the facilitation's aim of positioning migrant 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 to support children's engagement in conversations, as authors of knowledge. On the other hand, the classroom context mode makes second language teaching a favourable context for the use of facilitation.

2.4 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 for the school-family relationships. When interpreting services are available to professionals working with children, the viability of facilitation also depends on the form of language mediation constructed during professionals-interpreters-parents-children's interactions. What follows is a summary of the form of linguistic mediation observed during CHILD-UP activities. The summary is provided to allow reflection on the implications of linguistic mediation for facilitation, because how linguistic mediation

is made, this may impact on migrant children's agency. Linguistic mediation is made differently according to:

- *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 are characterised by extended teachers' monologue, with limited engagement from parents and, when present, from children. However, if repeated over time, marginalisation in specific interactions can feed suspicion, distrust, alienation. It is therefore recommended to consistently promote the engagement of parents and children in mediated interaction.
- *Interpreters' (Mediators') participation.* Interpreters fulfil a crucial role that goes beyond the simple translation from one language to another. The work of interpreters is expected to support communication between participants as mediators of communication. It has been discussed that in ISCED 1 contexts, professionals working with migrant children position themselves as evaluators of children, and parents', performances, performing such positions through long monologues. In these contexts, mediators can (a) try to include the parents in the interaction; (b) mitigate teachers' assessments. The role of interpreters working as mediators is pivotal for the possibility of trust-building even in situations where such roles must be performed 'against the tide' of teachers' monologues. This invites consideration of mediators as a key-asset for the promotion of mutual trust between teachers and migrant children and their families.
- *Parents, and children's, contributions.* In ISCED 1 contexts, the position of parents interacts with the position of professionals. 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; 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. Also, migrant children's contributions (if present) are limited. Teachers' monologues position migrant 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. CHILD-UP data suggest that when mediating between professionals and migrant children, mediators' agency to engage them actively is more limited. This is underpinned by the position of all of children in education, which cannot be easily changed through mediation.

2.5 The CHILD-UP way: agency as authorship of narratives

The production of narratives is a form of children's agency. Exchange of narratives is an important context for the negotiation and co-construction of hybrid identities, for instance the exchange of

narratives of migration, focused on experiences, memories, reflections on diversity and integration. CHILD-UP data a correlation between the use of facilitation and migrant children's authorship of narratives. With facilitation:

- 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.
- Children access the role of storytellers more frequently. It is possible to engage in narratives as tellers, elicitors, co-tellers, or listeners. In CHILD-UP data, the upgrade of migrant children's authority as authors of knowledge via facilitation is related to a more frequent access to the role of storytellers.
- Transitions and interlacement between narratives are more common. Interlacement of narratives is very important for the construction of hybrid forms of integration.

4. Introducing the CHILD-UP research-driven training tools

4.1 The MOOC

Facilitation is not a technical device. Facilitation only works when its philosophical and ethical underpinnings are accepted. If key-concept are not understood, it is not possible to use facilitation. Also, it is not possible to engage meaningfully with training in the use of facilitation. This is clearly indicated by literature as well as by a recent EU-funded research project (www.sharmed.eu). This justifies the section in the guidelines dedicated to introducing the key concepts underpinning the CHILD-UP project. In this section, the CHILD-UP research-driven training tools are presented, to allow an easier access to them.

The architecture of the MOOC is modular. Each module offers insights into characteristics, traits and processes found within facilitation. The MOOC 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 migrant children's agency.
- A module to present the concept of facilitation and to contextualise the use of facilitation for the construction of dialogue and, via dialogue of hybrid integration.
- A module to discuss how, in the practice of adults-children's interactions, the promotion of migrant children's agency can be pursued not only through facilitation but to also through other forms of communication. Those, however, are characterised by lower levels of children's agency. The module presents 'mixed' forms of facilitation, where facilitation is mixed with more directive and hierarchical forms of adults-children communication. By presenting mixed forms of facilitation, and their implications for migrant children's agency, the module can support understanding of what facilitation is, and how it works while reflecting on 'what facilitation is not'.
- A module that discusses the role of reflectivity for professionals working with children. A range of tools to support professional reflection will be introduced, based on the idea that professional reflection is pivotal for a contextualise and creative use of facilitation.

A series of 'applied' modules follows. They are designed to discuss the 'how to' of a wide range of facilitative actions. The series of applied modules engage with facilitative actions that proved successful in:

- Promoting migrant children's engagement in conversations.
- supporting a form of engagement in conversation based on migrant children's access to the status of authors of knowledge.

When relevant, applied modules include discussion of how the range of facilitative actions at the centre of each module can contribute to the success of facilitation, but also of how the range of facilitative actions can generate more adult-controlled ways of promoting children's participation.

Each 'applied module' will also embed an invite for users to reflect on how contextual variables, such as children's age can impact on the use facilitation.

A second series of applied modules includes:

- A module that works on language and migrant children's agency. The module concerns: (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 migrant children's agency.
- A module on the challenges of facilitation, and the possible shifts of facilitation towards adult-controlled interactions.
- A module that offers examples taken from CHILD-UP data to promote reflection on the complexity of facilitation in real practices.
- A module that supports the use of the CHILD-UP archive.

4.2 The training package

The training package is a document that includes an easy-to-print version of the modules of the MOOC the material used by the MOOC. The rationale of including to MOOC in the training package is to make it available for offline access, which is key for the purpose of continuous professional development (CPD) in schools.

The training package extends the scope of the MOOC by offering the opportunity to localise the MOOC and contextualise the MOOC for face-to-face (F2F) delivery. The training package also support flexibility of training. For instance, each MOOC module can be tweaked or reconstructed for F2F CPD.

The training package also fulfils a second important, function: each MOOC module is presented and thoroughly explained in its aim and learning objective. By showing 'what is behind each module', the training package does not only promote critical reflection; it also enables users to internalise the methodology of the training, facilitating them in accessing the role of 'trainer of facilitators.

The MOOC empowers users as facilitators. The training package empowers them as facilitators and possibly trainers of facilitators. The training package also empowers users as designers of facilitative activities. For this scope, resources provided include tools for SWOT Analysis, tools for Development Plans and transcripts of real adults-children interactions. SWOT Analysis is chiefly addressed to

identify challenges/strengths of plans for facilitative activities. Development Plans offer reflective tools to act upon challenges identified via the SWOT Analysis.

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 users to allow their independent evaluation of facilitative practices and their outcomes for the promotion migrant children's agency. The same transcripts can also be accessed through the CHILD-UP archive (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.

5. Introducing the CHILD-UP archive

5.1 The scope of the CHILD-UP archive

The CHILD-UP archive can be accessed at movio.CHILD-UP.EU. A free and simple sign-up procedure is required to achieve access the archive. The archive is a multimedia repository of data from CHILD-UP research.

Data included in the archive offer examples of successful promotion of children's agency, but also example of situation where children's participation is pursued through different methodologies, such as 'mixed facilitation'; 'directive facilitation' and 'participated teaching'. As previously, announced, there is a MOOC module dedicated to promotion of migrant children's participation in forms other than facilitation.

Different formats of data are available in the archive: transcripts of interactions as well as video- or audio- recordings of adults-children's interactions across national contexts and age ranges, from pre-school settings to secondary school settings. Transcripts are accompanied by analytical notes to support their contextualisation as examples of facilitative practices and other methodology to support children's participation. 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.

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.

The archive lends itself as a repository of examples of facilitation, as well as a repository of materials for evidence-based innovation of work with children. 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 a module in the MOOC 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 facilitators'), in this way securing sustainability of innovation.

5.2 The CHILD-UP archive front-end

The CHILD-UP archive front-end is the website accessible to the public, through password-protected log-in. A user-id and a password are generated through a registration procedure. The front-end allows access to 124 written documents, as well as to 32 audio-video files. 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. 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.

6. From the voices of children: a case for the use of facilitation

Robust evidence from CHILD-UP research, in particular individual interviews and focus group interviews with more than 1,000 children indicates that the ambition of facilitation meets the ambitions of children.

Across the seven national contexts of the research, migrant children share a dream of schools that are non-hierarchical, promote a more relaxed atmosphere and good relationships, reduce the distance between children and teachers, value children's personal stories 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 must 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_B)

Migrant children value greatly their participation in their own education as partners. They support methods of teaching that are open to their interests, promote expressions of personal experiences and authorship of knowledge, in line with the ethos and methods of facilitation

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_B)

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_G)

Migrant children's trust in, therefore engagement with, education, is hindered by hierarchical relationships:

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_G)

M1: When I went mad because it was so unfair I was spoken to, 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_B)

Trust is also damaged when teaching is more interested in evaluating children's performances than in valuing their 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_B)

Trust suffers when stigma is observed. For some children, labelling affects the outlook of their 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_B)

Those challenges for children's trust in education can be tackled with the use 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 → tackles the drawbacks of the hegemony of evaluation

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

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 research report. A summarised version is also available as part of policy briefs (accessible at: www.CHILD-UP.EU).