



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



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CHILD-UP Consortium



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General aims of CHILD-UP



1. Investigating the possibilities and opportunities of children with migration background to participate in changing their social and cultural conditions of hybrid integration
2. Proposing methodologies and tools to support and improve practices of hybrid integration in the education system, dialogue and promotion of agency of children with migration background

Theoretical concepts in CHILD-UP



- Facilitation
- Agency
- Hybrid integration

Facilitation of agency



Facilitation is a dialogic form of communication:

- Challenging the hierarchy of roles and expectations between adults and children in education.
- Supporting children's personal expressions
- Promoting children's agency

Agency:

Form of participation based on the choices of action available to children, promoting change of their social and cultural conditions (Baraldi 2014).

Facilitation of hybrid integration



Facilitation aims to produce forms of hybrid integration based on the interlacement of several different narratives concerning children's personal cultural trajectories

Hybrid Integration



Migrant children's integration can be seen as **hybrid integration**.

Hybrid integration is based on

- (1) the mixing of facilitation and agency in producing narratives in classroom communication
- (2) The enrichment due to the variety of situations in personal cultural trajectories which are narrated in this communication



Hybrid Identity



New meanings of cultural Identity can be constructed through migrant children's agency.

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

Facilitation can enhance children's agency and hybrid identity, thus avoiding the individual and social construction of unchangeable traditions and motives of separation.



CHILD-UP Research



CHILD-UP mixed method research: questionnaires, audio and video-recordings of school activities, focus groups and interviews with children and professionals (from preschool to higher secondary schools).

- **CHILD-UP** involved **3958** children, **2282** parents, and **421** teachers in seven countries (Belgium, Finland, Germany, Italy, Poland, Sweden, United Kingdom)
- **CHILD-UP** recorded **207** activities in classrooms
- **CHILD-UP** researched the functioning of interpreting/mediation with parents and children

Relevance for migrants and refugees



- Facilitation as a method
- Agency as an active way of changing personal conditions
- Hybridity of personal stories as a way of inclusion in schools and communities
- Interpreting/mediation as facilitation of children's agency



- **Excerpt 1**

Discussion about personal experiences and family memories of war. The discussion takes place in a London primary school. The narratives produced by children with migrant background, in particular by M1, influence the development of the conversation.

- **Excerpt 2**

Excerpt 2 was recorded in a secondary school. The activity, done and recorded remotely, consisted in producing narratives on relations, conflicts and inclusion in the classroom, in this case starting from the production of drawings.

Important results from the data



- Teachers' support of children's possibility to make choices through dialogue, empathy and listening;
- Stimulate trust, free expression of own feelings and thoughts, negotiation of rules and shaping of social relations according to students' needs.
- Enhancing children's participation and autonomy, without a victimisation of those coming from war experiences;
- Creating connections and spaces for children who lived similar experiences even if in other part of the world and in other circumstances.

Important results from the data



- Facilitating dialogue and children's personal expression through (a) questions which enhance participation; (b) formulations which interpreter (summarise, explicates or develop) the meaning of the gist of children's contributions; (c) minimal responses which show listening and attention and focusing on the fluidity of conversations;
- Facilitation: children can be treated as experts of their own experiences and social life thus upgrading their epistemic authority, i.e. rights and responsibilities in knowledge production within the classroom;

Relevant outputs of CHILD-UP



Archive: examples of children's, parents' and professionals' perspectives, children's participative and learning experiences and examples of how children participate in the social processes in which they are involved

Guidelines for facilitation (end of May) : based on the analysis of best practices across the EU triangulation with best practices analysis of voices and participation of children and professional; translated in national languages by the seven partners

Training package for professionals' training to operationalise the methodological guidelines (end of May): the delivery on a national level in the participating settings will be secured by the seven partners doing field research.

Relevant outputs of CHILD-UP



Massive Open Online Course (MOOC) to distribute the training to a European wide audience (**end of May**): based on the professional training package, it will be distributed via the website as a moodle form; organised by learning units, followed by the opportunity to self-assess learning through an online-quiz.

The materials consist of: (1) video-lectures, (2) interactive workshops to analyse examples from best practices based on the contents of the lectures (3) slides, (4) tools for self-assessment of learning.

Translation and subtitling of learning materials and self-evaluation quiz

Thank you!

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