Shared Memories and Dialogue

Summary of Final Report

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1. Objectives of the SHARMED project

SHARMED (Shared Memories and Dialogues) is a project funded by the European Commission (Erasmus +, Key-action 3, innovative education), coordinated by the University of Modena and Reggio Emilia (Italy), with the partnership of the University of Jena (Germany) and the University of Suffolk (United Kingdom). The project started at the beginning of 2016 and has been concluded at the end of 2018.

SHARMED regarded the promotion of new experiences of teaching and learning, with specific consideration for promotion of intercultural dialogue in multicultural classrooms. Its general objective was producing, comparing and relating, in a dialogic way, children's memories of personal and cultural roots, through the collection and use of visual materials (in particular photographs), thus providing opportunities for children's narratives of contents and meanings about and around these materials. SHARMED pursued this objective by enhancing empowerment and recognition of children's contributions to classroom communication and production of narratives. In short, four core aspects characterised SHARMED:

1. Collection and use of photographs, regarding children and their families' memories.
2. Provision of opportunities for children's choices of photographs.
3. Production of children's stories about the contents and meanings of photographs and memories in classroom.
4. Facilitation of description, comparison and sharing of photographs and stories through dialogic communication.

Specific objectives of SHARMED included methodological aspects, analysis, support of applications and dissemination. SHARMED promoted a facilitative methodology in the classroom and the integration of this methodology with competence in working with visual materials (in particular, photography). Analysis regarded the sociocultural context of schools and children, facilitative methodology and use of visual materials, and children's participation and narratives, leading to reflect on assumptions and tendencies in classrooms and schools, opening up and questioning them, with the possibility of imagining new ones. SHARMED supported the application of facilitative methodology and use of visual materials in different areas of teaching and learning. SHARMED developed a training package, including a Massive Online Open Course (MOOC), guidelines for facilitative methodology and future activities, a multimedia archive with photographs, videos and texts, to promote exchanges among the classrooms and dissemination in European countries.

The first and most important target groups of SHARMED included the native and migrant-background children, aged 8-13. A second target was the children's parents, who were invited to support the project and their children in their choices of photographs. A third important target group included the teachers who were invited to collaborate to the project supporting the activities and motivating the children and their parents. Finally, the project involved the facilitators working in schools or supporting school activities.

In short, SHARMED involved 987 children in 48 classes (16 for each country) in 20 schools, 1004 parents, 40 teachers and 9 facilitators. During the project, 1683 images were collected (and 1374 archived with consent). In the 48 classes, the project was realised through 192 activities (384 hours of work), half of which were video-recorded for purposes of analysis and archiving.

2. Key-concepts

Narratives. Narratives are social constructions, in which the observed reality is interpreted and 'storied' in communication, situationally, as well as historically. Narratives can regard the narrating

self (ontological narratives) and/or parts of society in which s/he lives (families, nations, school, healthcare services, etc.). Narratives can be based on different sets of categories: therefore, they are plural, and sometimes competing.

The interactional production of narratives does not only regard their contents, but also and above all the *rights* associated to the activity of narrating. First, each participant may contribute to constructing and negotiating a narrative as teller, co-teller, listener, or elicitor of new narratives. Second, narratives can be either first-person narratives (someone narrates about her/himself) or *vicarious* narratives (someone narrates about or on behalf of someone else). Third, narratives can receive different comments from participants; in particular, each narrative can be followed by response narratives that refer to it, and this enhances the production of *interlaced* stories.

Through narratives, participants can create and recreate their memory in the light of their present needs and concerns, defined in social interactions. The interactional production of narrative of memory is the production of self-history, which highlights the meaning and development of the identity of the narrating person, establishing the position of the teller. Two types of narratives of memory can be produced in interactions: (1) declarative narratives, referring to facts, data or events that are recalled; (2) semantic narratives, referring to the general knowledge of the world (ideas, meanings and concepts).

An important aspect of the interactional production of narratives is their degree of "tellability" in public contexts, such as classrooms. Tellability may be limited by a sense of irrelevance, by contents that are considered inappropriate (e.g. sexual contents), and by embarrassment in telling a story in public (e.g. when children are asked to tell stories in front of their classmates).

Photographs. Photography is a medium that triggers the transformation of individual memory into material form. Photographs are activators of memory: they allow people's recall of their lived experiences. The meanings of these experiences depend on how they are narrated in communication. On the one hand, photographs are visual forms. On the other hand, they are a medium that can take narrative forms in communication processes.

Photography is a powerful medium for social engagement, enhancing narratives and inviting connections. In particular, photographs can stimulate personalised and interactive narratives in educational settings. They elicit children's comments or responses and are the starting point of dialogue in the classroom. Children can participate in classroom communication *through*, *about* and *with* photographs. Photographs can enhance narratives about the frame of the image and behind the frame of the image, i.e. the story of the photograph and the situation or circumstances in which it was produced. Photographs can enhance first-person, vicarious or interlaced narratives, declarative narratives and semantic narratives.

Narratives can focus on photographs, on their social and cultural context and on new stories linked to them. Narratives of past events can evolve into narratives of lived experience, behind and beyond photographs. Therefore, the complex chain of telling, co-telling and comments enhances a variety of narrative forms. Photography connects what is in the frame with what is behind the frame of the image, by enhancing declarative and semantic narratives of children's memories, and by promoting the interlacement of narratives and thus the production of new narratives.

Agency. Agency means that active participation shows the availability of choices of action, which can enhance alternative actions, and therefore change of communication processes. In classroom interactions, agency is shown by the attribution to children of rights and responsibilities for constructing knowledge (**epistemic authority**), for instance of narrating and interpreting. Children's agency is related to existing social structures and relational constraints. Structural limitations of individual participation in social processes are unavoidable, and particularly relevant for children. However, the range of individual actions can never be completely predefined by social structures and relational constraints. While children's active participation can happen anytime in communication, with predictable consequences, the achievement of children's agency needs the promotion of specific opportunities of children's choice and construction of knowledge.

Facilitation. Promotion of children's agency means that children's availability of choices of action depends on adults' choices of action. This paradoxical condition means that children' agency is based on the combination between children's choices of action and adults' actions that promote these choices. This combination is **facilitation**. Facilitation is a form of communication that aims to change the hierarchical distribution of epistemic authority in the adult-children interaction. Facilitation includes any organized sequence of adults' actions that enhance children's agency and children's actions that display agency. Facilitation gives positive value to (1) children's active and equal participation, (2) the treatment of children as persons who can express their own perspectives, experiences and emotions, and (3) expectations of unpredictable personal expression. Facilitation enhances and promotes **dialogue**, as a specific form of communication in which adults' actions support children's self-expression, take children's views into account, involve them in decision-making processes, and share power and responsibility with them.

Facilitation can enable the construction of narratives in classroom interactions, which shows children's autonomous production of knowledge. Facilitation of narrative production deals with children as agents who can choose the ways and contents of narratives regarding their perspectives and experiences. Facilitation can (1) promote children's agency as epistemic authority, including children's autonomous initiatives in narrating and in constructing their contingent identities, and (2) promote dialogue among children, and thus interlacement of different narratives, including narratives of present social experiences.

Conflict management. By enhancing children's agency, facilitation can also enhance conflicts in the classroom. However, facilitation is associated with co-operative and relation-oriented communication, rather than with management of conflictive communication. Therefore, a difficult aspect of facilitation is the management of possible conflicts. Conflicts may block or challenge the conditions of classroom interactions, but they may also provide a starting point for new conditions of communication. Conflicts may open up new possibilities for facilitative actions, creating opportunities for children's expressions of intentions and narratives. **Mediation** of conflicts aims to lead the parties to settle their conflicts together, rather than through a judgement. Mediation is a way of co-ordinating conflicting parties, supporting the transformation of their relationships and narratives. Mediation means enabling parties to find their own solutions of conflicts and helping them to appreciate each other and to work together: mediation is a collaborative dialogic process. Facilitation may enhance mediation by (1) distributing active participation fairly in the interaction and (2) showing sensitivity for the participants' interests and/or needs. Facilitation can can promote participants' empowerment in defining conflictive issues and autonomously deciding about them, by fostering their mutual recognition of points of view. Facilitators may actively solicit children to introduce and deal with conflictive issues and constructing narratives about them. Thus, facilitation can support children's observation of conflictive relationships from new points of view.

Small cultures. Facilitation focuses on the construction of narratives, rather than on cultural variety of children's background. It focuses on the ways in which narratives present cultural issues and meanings of identity. These are personalised narratives of **small cultures**: contingent constructions of cultural meanings trough dialogic negotiation. This means observing identity as fluid, malleable, and contingently constructed in communication. The relevance assigned to children's agency can prevent the categorisation of children as members of cultural groups and the narrative of primary cultural identities, by promoting personalised versions of cultural meanings. Facilitation may enhance narratives of small cultures as encapsulated in children's personal experiences and depending on these experiences. Facilitation can thus focus on **personal** experience and knowledge, **deconstructing** narratives of cultural identity. In this perspective, a classroom is "multicultural" as it is the communicative production of personalised narratives of small cultures, rather than the sum of individuals with different cultural identities.

The combination of these concepts constitute the conceptual basis for innovative education, as proposed in the SHARMED project. Therefore, these concepts are also a guide for practicing SHARMED-like projects. Social research is useful to compare theoretical approaches with empirical phenomena. The preliminary set of knowledge has been tested in the classroom activities. The analysis of the activities highlights what is the meaing of SHARMED in practice.

3. Activities

The Project was presented in schools and to stakeholders. The classes participating in the activities were chosen according to presence of children with a migrant background. Written and oral information was delivered to children and parents. Authorizations were collected during meetings with them. The involved classes were 48, 16 in Italy (12 Modena and 4 in Monfalcone and Udine, in the Region Friuli-Venezia Giulia, FVG), 16 in Germany (8 in Turingia and 8 in Saxony-Anhalt) and 16 in UK (in London Barnett).

First phase: Questionnaires regarding the social and cultural background in the participating classes and to children's parents. The questionnaire for children regarded spoken languages, relationships with classmates and teachers, level of interest and possible problems in relationships with relevant interlocutors in dalily life, assessment of gender differences and different habits, dialogue in the classroom with classmates and teachers. The questionnaire for parents was designed regarded spoken languages, settlement in the local community and school, relationships in the local community and school, involvement in the school community.

Second phase: Training for teachers and facilitators, both in a face-to-face session and through a Massive Online Open Course (MOOC). The training included a final assessment of the acquired abilities of the trainees and was evaluated by the trainees through a questionnaire regarding satisfaction about the most important aspects (quality, organisation, participation, relations, potential use in educational activities), perception of support, increase of knowledge and probpems, development of interest in the objectives, general evaluation

Third phase: Administration of a pre-test questionnaire before the classroom activities to understand the relational conditions and the children's attitudes. The questionnaire regarded classroom communication: use of storytelling and photography, perception of classmates' reactions to self-expression, personal reactions to classmates' storytelling, addressees of children's narratives of memory, assessment of expressions of diversity.

Core phase.

Collection of photographs and acquisition of parents' consent for their use and archiving. The collection included photographs taken by children or their parents and images from the Internet. The choice of photographs enhanced the relationships between children and their parents and ensured children's possibility to narrate the content and the context in the classroom. Paper photographs were scanned to show them during the activities and to archive them. Digitalisation was also useful for a quick return of the photographs to the children. The photographs were presented during classroom workshops, with the support of facilitators. The following types of activities were organised and realised.

Seeing, describing and discussing photographs. A small group activity allowed the enhancement of dialogue from the beginning. Each group worked on few photographs. The children presented their reflections, which were followed by the stories about the photographs. Each each narrative describing the photo could be followed by: (1) stories beyond the photo; (2) questions and comments; (3) interlacements with other narratives; (4) comparison between photographs. Two workshops were employed for this type of activity.

Written description of the photographs. Guidelines were provided to support children's written description of the photo. This activity followed the oral description to avoid perception of repetition during during the latter. The written texts were used for the archive.

Working on photographs taken by children. The children were invited to take a second photograph, evoking their memories. They were asked to make short video-recordings in which they described the photographs autonomously, supported by short questions from facilitators where necessary. This was important to enhance the autonomy of children's presentations, as authors of the photographs, and facilitated the following process of telling stories in the classroom, which were more personalized than those of the first phase.

Evaluation. At the end of the activities, a researcher administered a questionnaire and a focus group in the classes. The questionnaire included post-test and questions to assess the activities. The focus group added quality to the assessments. This evaluative phase was completed with interviews to the teachers and the facilitators. The post-test was compared with the pre-test to reflect on the results of the activities. However, this activity presented several limitations (see below). The assessment of activities was much more interesting as it provided information about the way in which the children experienced the activities, the relations developed with classmates and facilitators. The focus group was useful to provide further, qualitative comments and explanations about this assessment. Interviews regarded both teachers and facilitators, about their perception of activities, their level of success, possible problems. Questions focused on facilitative methodology, children's level of participation and autonomy, relations among children, observation of problems and conflicts, general assessment of the impact and degree of success of the activities.

4. The background research

The first background questionnaire was delivered to 938 children. In Italy and UK, almost all children responded to the questionnaire, while in Germany some parents did not allow children's participation. Thre was a very thin difference between male and femnale respondent. The percentage of respondents in primary and secondary schools was similar in Italy, while respondents in primary schools prevailed in Germany and were the total number in UK, for the specificity of the national school system. It was not possible to ask questions about the national origin of respondents, as this was not permitted by the German school authorities. This was repalced by a question about spoken language at home, as indicator of "non-national" origins of children. The respondents were classified as only speaking national language (National Speaking Children, NSC), speaking another language at home (Children Speaking Foreign Language CSFL) and speaking both languages (Bilingual Children, BC). The percentage of NSC was very high in Germany and very low in UK, with Italy in the middle. In UK, BC were about two third of respondents, while in Italy, there was a minority of CSFL and BC. In Germany, SHARMED was implemented in two federal states of the former GDR, where immigration is quite recent, with re-location of refugees.

The second background questionnaire involved 1004 parents. Parents' participation was more successful in Italy (more than 60%), than in Germany (less than half), and above all in UK (one third). In Italy and Germany, the distribution of parents in primary and secondary schools was very near to that of children. The redspondents were classified as national speaking parents (NSP) and parents speaking a foreign language and bilingual (PSFLB). PSFLB are migrants, but NSP may also be migrants.

The analysis of children's responses highlights the following aspects.

1. School relationships are more frequently problematic with classmates, than with teachers. In UK, in particular, children are frequently negative with classmates. Moreover, relationships with classmates are more frequently problematic for BC and CSFL. In UK, however, this difference is less relevant than in Italy and Germany. The mélange of different languages and origins is more consolidated in London Barnett.

2. Positive aspects in relationships with teachers are much more frequent than negative aspects. There is some indication of a good, but not affective, relation between children BC and CSFL and teachers. Relationships with teachers get worse in secondary schools.
3. Positive relationships with both teachers and classmates are primarily based on trust. In UK, the problem of perceived judgement is particularly relevant. In Germany children are particularly sensitive to rules.
4. The transition from primary school to secondary school is problematic in Italy and Germany. Communication is more difficult in secondary schools, with teachers and, although for a more limited range of aspects, with classmates. However, this tendency is not confirmed by the data collected in UK, where secondary schools were not included in the project, but some problems are relevant in primary schools.
5. Gender differences have a limited impact on many relational aspects. There is a rather widespread prevalence of girls' relational attitude, but the difference is rarely relevant. Language diversity has a more relevant impact for many relational aspects, though this impact is not generalised.

The analysis of parents' responses highlighted a feeling of integration in the social context and positive relationships with all interlocutors (neighbours, other parents, teachers). The level of commitment is variable, but in general rather high, above all with teachers. Relational problems are not absent, but they regard small minorities; therefore, they do not characterise local communities. In general, PSFLB and SOL (UK) do not present relevant differences from NSP for what concerns positive relationships with neighbours, other children's parents and teachers. However, there are some more relevant differences for what concerns the negative aspects, above all indifference (and lack of trust and exclusion in schools), though they regard a small minority of PSFLB. Involvement in the school community is much more frequent in primary schools.

5. The pre-test

The pre-test was administered both in the groups were the activities were done (AG) and in a control group (CG). It was not possible to find a CG similar to the AG, as it was impossible to find strong similarities among different classes. The number of participants in the AG was much higher than the number of participants in the CG. In UK, there were relevant difficulties in finding students to include in the CG. This difficulty depended on the fact that almost all primary schools involved in UK included one single class; therefore, the choice of include other children in the CG meant to involve areas where SHARMED was not planned. Therefore, in UK the CG was very small and it was particularly difficult to compare the AG and the CG. Some difficulties were also found in Germany, for similar reasons. Only in Italy the proportion was approximately respected; however, some differences between AG and CG were relevant.
The most important results of the analysis of the pre-test in the Activity Group are the following.

1. Relationships among classmates are seen as largely positive. The pleasure of talking together and the positive assessment of getting along are particularly frequent. Sharing of personal matters, however, is less frequent, in particular in Germany. Problems are perceived by a small minority of children, smaller in Germany than in UK and Italy.
2. The positive view of classmates is similar in all contexts; however, it is more generalised in UK. Interest in classmates increases from Germany to Italy to UK. The difference between UK on the one hand and Italy and Germany on the other, is particularly relevant for sharing feelings. Interest in feelings is more frequent In Italy and UK, interest in experience in Germany. In Germany, interest in classmates' thinking is rather infrequent. In general, children's perception of classmates' interest is much less frequent than their perception of their own interest in classmates. This highlights that children tend to perceive themselves as

more concerned with classmates than classmates with them. The perception of classmates' interest increases from Germany to Italy, to UK. In Italy, classmates' interest is perceived more frequently for knowledge, in Germany for experience and in UK for thinking.

3. A high percentage of children tell stories about themselves to their classmates. This percentage increases from Germany to Italy to UK. Talk about cultural background, place of birth and family is rather infrequent, though it is more frequent in UK. This highlights that interest in a different cultural background is not frequent and not equally frequent in all contexts.

4. Children frequently perceive positively their classmates' reactions to their priorities. This perception increases from Germany to Italy to UK. Negative reactions are much less perceived in Germany. Perception of classmates' aggressive behaviours is more frequent in UK.

5. A very high percentage of children address classmates' stories positively. Joining in storytelling is less frequent in Italy, and negative reactions (above all getting bored) are more frequent in UK, though they regard a small minority of children. In Germany, mocking is particularly infrequent.

6. Children talk of their memories prevalently with families, followed by friends, classmates and teachers. In Italy, children talk much less frequently of memories in families and with friends. Differences among the contexts are relevant for what concerns classmates (more frequent talk in UK and less frequent in Germany) and teachers (more frequent in UK and less frequent in Italy). In general, talk about memories is much more frequent in UK, where it is also more frequent talk about the cultural heritage. Talk about memories is less frequent in Italy.

7. A large majority of children say that expressing different perspectives is neither positive nor negative; only a marginal minority say that it is always negative. However, expressing different perspective is much less frequently positive in Italy.

8. In Italy and UK, use of photography mainly regards remembering and sharing memories, in Germany it mainly regards capturing interesting moments of life and recording facts and events. In UK, it is also more frequently relevant to be creative and using photography to relate to other people. Showing emotions through photographs increases from Germany to UK to Italy. In Italy, use of photography to tell stories about personal experiences is less frequent.

These data show that, in the social and cultural context of London Barnett, the positive outcomes regarding classroom communication are more frequent than in the Italian contexts and, above all in the German contexts. In the German regions, expression of emotions, telling and other communicative activities are less frequent than in the other contexts. In the Italian regions, on the one hand expression of emotions, on the other problems are more frequent (ad in London Barnett for some aspects), while in the German regions they are less frequent. It is also interesting to note that females are more frequently "expressive" than males, at least in the Italian and German regions (while in London Barnett this difference does not seem relevant).

The percentage of children that have problems with classmates, mock them, get bored with them and sometimes become aggressive should not be underestimated, though it is much lower than that of children who appreciate communication and get well with classmates. While London schools present the highest percentage of positive communication, the German regions seem to be less problematic for negative behaviours. The Italian regions present the most frequent problems, maybe associated with more expressive behaviours.

Against this background, the impact of language diversity is not very relevant, and it is absent in UK. This impact more frequently regards the Italian regions, where different perspectives were less frequently positive than in the other contexts. CSFLB declare more frequently problems with and lack of interest in classmates. They get more frequently bored and above all feel more frequently annoyed by classmates' stories. However, CSFLB also look more frequently at their classmates positively. They perceive more frequently that their classmates point out the positives, and much less frequently that their classmates mock them, talk more frequently with classmates of the places where

they were born or used to live and above all of their cultural background. Finally, they talk much more frequently of their cultural background with classmates, which is an ambiguous outcome, as it may mean that either they can talk with classmates of these themes, or they are included in "ethnic" groups. In Germany, CSFLB's problems are less frequent and relevant. As in Italy, CSFLB talk much more frequently of their cultural background and the place where they were born or used to live with their classmates. They also talk more frequently of their memories with teachers, which seems to show some interest among teachers for their condition.

Finally, the analysis of the pre-test in the CG shows that the Italian regions present the less relevant differences from the AG. On the contrary, in Germany, and above all in UK, the differences between the AG and the CG are sometimes very relevant. However, as writteb above, the comparative analysis was particularly difficult.

6. Analysis of the activities

The activities conducted in the 48 classes selected for the SHARMED project regarded the use of photography to stimulate children's narratives about their memories and to promote dialogue in multicultural classrooms, as a way of innovating education. The activities were coordinated by facilitators, with the task of (1) enhancing children's active participation, in particular children's agency; (2) promoting narratives and dialogue. The analysis of these activities has been based on the videorecording of half of them. This analysis regards: (1) types and modes of production of narratives; (2) promotion of children's participation (initiation, questions, feddback); (3) facilitators' personal contributions; (4) children's initiatives and their treatment; (5) management of problems and conflicts; (6) management of cultural issues.

Types of narratives

Narratives of children's self. This was the most frequent type. These narratives include stories about children as persons, their past, their characters, their opinions and emotions, their experiences, and their important relationships. Children showed their interest in displaying their identities in classroom interactions, their own specificity and autonomy, observing the changes and continuity in time that made them unique persons. In particular, children told stories about trust and friendship, preferences, experiences, beliefs. Sometimes, children remembered these stories, other times the stories had been told to them by parents or grandparents.

Family narratives. These narratives were also very frequent. They are stories regarding family members: parents, grandparents, uncles, siblings, cousins. They describe family members, their life experiences, which sometimes are painful, children's relationships with them. The stories regard the most affective relationships involving children. Through these stories, children define either their family identity, or affirm their autonomy from family.

Narratives of children's personal life. These narratives include important events (e.g. weddings, feasts, school trips), meaningful places, sport experiences, beloved animals (above all cats and dogs) and important objects (such as toys, puppets). The narrated events, places, sports, animals and objects affect children's life experience and the formation of their personal identities. These stories show emotional aspects of children's memories, often connected with important personal relationships or social roles. Sometimes these stories can also contribute to highlight family identities. Through their narratives of personal life, children construct their identities in relation to their experiences, needs and feelings.

Narratives of migration. Theese narratives were particularly frequent in Italy. These stories regard experiences connected to separation from beloved persons and places, journeys to new countries, experiences of returning to places of origin, aspirations to return in the future or lack of interest for this return. These stories are generally linked to personal aspirations and feelings, frequently to family bonds and only sometimes to the construction of national or group identity. Through these stories,

children construct their identity much more frequently in relation to their family bonds and/or to their unique and specific desires, aspirations and feelings, than to their membership of cultural, ethnic or national groups.

Narratives of historical events and situation. This type of narratives was much less frequent than the other types. On the one hand, these narratives were linked to grandparents' or great-grandparent's life experiences, which were told to the children by the protagonists or by their parents. These narratives regard children's family heritage, transmitted through different generations, and constituting part of the family identity. They were particularly frequent in Italy. In many cases, children also display their sorry about not having spent enough time with dead grandparents or also great grandparents. On the other hand, in Germany, these narratives regarded the direct experience of war and displacement of some refugee children. These stories regard painful direct experiences for children. They remained largely unexplored in the German setting, probably for the facilitators' perception of their delicacy.

Modes of producing narratives

First person narratives regard children's lived experiences. Frequently, children are the source of these stories, which they experienced. In some cases, however, children do not remember the stories, as they were too young at the time of events. In these cases, even if children can display their knowledge in the classroom, and are protagonists of the story, they cite a different source, such as a parent or grandparent.

Third person (or vicarious) narratives are stories with other protagonists, as relatives, friends and classmates. Sometimes, third person narratives are reported narratives, as the source is not the child. In case of vicarious narratives about relatives, the source can be the protagonist of the story, or another relative when the protagonist died. Vicarious narratives can also be promoted by facilitators, for instance in small group workshops, where children were invited to interpret and narrate the photographs of other children. In other cases, the source of third person narratives are the narrating children, who have a direct memory of experiences of other persons.

Sometimes, the children cannot remember anything about the photograph and there is no source of information about it. These cases invite to reflect on the importance of collaboration of families to this type of activities.

Transitions from photographs to stories

Photographs were the systematic point of departure of the SHARMED project. The transition from photographs to stories can be based on different ways of connecting photographs and narratives. The simplest transition is based on **the description of the iconographic elements** of an image, i.e. what is represented in it. A second type of transition is based on the **inclusion of the photograph in a stream of personal experiences**, thus moving to tell what is not evident in the photograph, as outside its frame (relationships, places, events, et.) and as a memory evoked by the photograph. In particular, the transition can be based on **the link between the photograph and the child's personal emotions**. A third type of transition is based on the **reference to the function of the photograph**, by defining its importance for children (why did the child bring it?) and how it was used by children or other people (e.g., as a way of remembering). A fourth type of transition is based on **the description of photographs as tangible objects**. In these cases, children talk about the support, the surface, the format, the quality of preservation of the photos. In other cases, they comment some elements of the photographic composition, such as light or perspective.

Transitions between stories

Change of teller. This type of transition may be accomplished both by children and by facilitators. On the one hand, when a child narrates a certain type of experience, other children can intervene

spontaneously to narrate similar experiences that they lived. On the other hand, facilitators can promote narratives of experiences, by asking to other children if they lived something similar.

Modes of producing narratives. These are transitions from the third person to the first person. They may be promoted by facilitators, after small group workshops, which are concluded through a third person narrative concerning a classmate's photograph, and followed by the "true story" of the child who brought the photograph. This type of transition allows children's telling of stories about other children's photographs, using imagination and creating connections between stories.

Different types of narratives. This stransition is based on the passage from a photograph to another one. It is promoted by facilitators and accomplished by children or by facilitators themselves, when they explore a specific theme. The new narrative can be linked to something invisible in the photograph, behind its frame.

Invitations to talk

The first type of action to facilitate the production of narratives is inviting the children to talk. Invitations promote both the beginning of the process of communication (presenting the photograph) and its continuation (inviting to tell its story, to add details and to ask questions to the presenter). There is a variety of types of invitations.

Inviting to present is the first type of action that can enhance a child's narrative. **Inviting to ask** is a way of expanding the child's narrative by inviting classmates to ask questions. **Inviting to add and expand** can address both classmates and the child who is telling a story. A variety of actions can enhance children's narratives, in different situations, such as presenting a photograph and its description, adding further elements to the ongoing narrative, involving classmates to expand with new narratives, or to ask for more details about the ongoing narrative. It can be useful to combine different types of invitations, regarding presentation, additional elements, expansions and questions. Problems can arise when the invitation is too general, and thus expansions are not sufficiently oriented, or when it is too specific, and thus the topic of the expansion cannot be shared or valued as interesting by the other children.

Questions

Questions are very useful to enhance the production of narratives. Different types of questions are frequently combined to facilitate this production. Through questions, facilitators can become co-tellers of narratives, supporting their production.

There are two important aspects in asking questions: (1) the way of starting a sequence of questions, and (2) the way in which different types of questions are chained in this sequence. **Focused questions** aim to enhance short answers, such as a yes or no, or choice between two alternatives. This does not imply that the answer will be short, but that the question invites a short answer. **Open questions** suggest expanded answers, as they do not provide any suggestion about possible answers (such as a yes/no, or possible alternatives). Open questions can more easily enhance the expansion of narratives. Focused questions can more easily check and clarify the ongoing narratives. Series of questions are particularly effective when focused questions and open questions are combined and alternated. This combination allows to check and clarify, on the on hand, and to enhance expansions, on the other.

Minimal responses

Minimal types of feedback are ways of showing attention to children's contributions. They have two functions: (1) supporting children's active participation and production of narratives; (2) recognising the importance of specific aspect of children's stories and comments.

The function of supporting active participation is accomplished through the use of **continuers,** i.e. very short signals of attention, and **repetitions** of previously uttered words or parts of sentences.

Continuers are very short feedback that invite children to continue to tell. They include interrogative confirmations, short confirmations and para-verbal signals. Continuers and repetitions are very similar in all SHARMED activities. This means that they can be used independently from social and cultural contexts. They display "active listening", i.e. sensitivity for the expressed contents or intentions, in particular for expressed needs and feelings. Repetitions of words or parts of sentences show listening more explicitly than continuers do. This however does not mean that they are more effective in enhancing narratives.

The function of recognising the importance of specific aspect of children's stories and comments is accomplished by **acknowledgement tokens.** These are claims of receipt of the prior utterance, stressing interest, surprise or affect. Acknowledgement tokens can show positive feedback more clearly than continuers and repetitions. This type of minimal feedback has the function of showing recognition of the interlocutor's right of talk. It shows interest or concern for the child's contribution.

Formulations

In many circumstances, much more elaborated types of feedback, i.e. **formulations**, are more effective than minimal feedback to support and recognise children's stories and comments. Formulation is a type of utterance that elaborates the gist of previous utterances. Formulations are a powerful type of support for children's utterances. In the SHARMED activities, facilitators have used two types of formulations to give feedback to children's stories and comments: (1) **explications** of children's utterances, which clarify their contents; (2) **developments** of children's utterances, which add information to their content while preserving a clear reference to it. Explications can also be summaries when the formulated turn is long. Developments are more risky than explications, as their degree of elaboration of children's utterances is higher: they take the gist of previous utterances as point of departure for relevant expansions.

Formulations frequently follow question-answer sequences: the facilitator starts with a question, then s/he formulates the child's answer to this question. Children's expansions of stories and comments signal that formulations are successful in enhancing the interactional production of narratives. Children's short confirmations signal that the gist of their utterances has been correctly understood and interpreted by the facilitator. Developments are more frequently followed by children's **disclaimers**; children can take the opportunity offered by the formulation to assert their authority about knowledge. Explications and developments can be combined to enhance children's expansions. Children's short confirmations can signal that both mutual understanding and joint construction of the narrative are completed.

Formulations can be provided in specific and dedicated turns. However, they can also be encapsulated in longer turns, in which they are prefaced by acknowledgement tokens and followed by questions or fascilitators' personal contributions (see below). Adding focused questions after formulations does not seem particularly effective in enhancing children's contributions. In general, combining formulations and questions is a way to speed the interaction up, rather than to give more space to children's contributions.

Facilitators' personal contributions

Facilitators' personal contributions are risky actions, since they upgrade facilitators' epistemic authority. **Epistemic authority** is a very delicate issue for facilitation. Facilitators are active in producing knowledge by coordinating interactions. Facilitation aims to use this authority to upgrade children's authority in narrating, commenting, showing their feelings, i.e. in displaying their agency. Facilitators' personal contributions can be useful to enhance children's narratives; however, they are also a risky way of upgrading facilitators' authority. During the SHARMED activities, facilitators provided four types of personal contributions: comments, appreciations, stories and displacing utterances.

Personal comments. Comment is a type of "upshot" formulation, i.e. a formulation that, rather than elaborating the gist of children' previous utterances, creates new meaning, authored by the facilitator. Facilitators' comments add external meanings to children's narratives. Their general function is stressing the relevance of these narratives. Thus, comments can be effective way of supporting children's contributions, giving them a positive meaning. Comments can also enhance children's reflection. Comments also risk undermining children's agency, as they can interrupt their narratives or deviate them towards objectives chosen by facilitators, without children's involvement.

Appreciations. Appreciations provide affective support to children's autonomous actions, stressing that children are doing well. Appreciations can regard children's personal attitudes, shown by their narratives or comments, positive interpersonal relations, events and facts. They regard children's actions, relations and experiences and are ways of supporting children's narratives. If appreciations are not systematic, they can be perceived as differently distributed assessment. If they are systematic, they can become a routine that interrupts children's narratives. Therefore, it may be important to limit appreciations to support narratives that are particularly delicate for their content or the relations that they include.

Personal stories. Facilitators' personal stories show their involvement in the interaction and their closeness to children, thus enhancing children's narratives. Personal stories upgrade facilitators' contributions to the interaction. However, facilitators can also show that they have a "story" to tell, thus improving children's perception of them as committed persons, rather than as interpreters of a routine based on their role.

Displacements. Displacements are actions that enrich narratives through stories or comments that surprise and entertain children. Displacing utterances can be affective support of children's narratives, comments on children's funny family stories, or funny comment on children's experiences. Displacements have a double function: (1) they create a positive and funny relation between the facilitator and the children and (2) they open to unpredictability of personal contributions. In particular, stressing unpredictability through displacing utterances shows that the classroom conversation is open to any possible contribution. However, the use of displacements requires a strong interest in using humour and in enhancing unpredictability.

Children's initiatives

Children's initiatives are unpredictable contributions that are not enhanced by facilitators' actions. They can be responses to other children, requests of taking the floor, interruptions of conversations and stories. Children's unpredictable contributions challenge facilitators' coordination, which should ensure that children participate without disrupting stories and violating other children's rights to talk. Children's initiatives are important as they highlight children's agency through unpredictable actions. Facilitators need to manage either children's autonomous participation in discussions, or their interruptions of ongoing interactions and narratives.

Facilitation of discussions between children. Children can take the floor and start to discuss autonomously, putting aside the coordinator. In these cases, the facilitator can live room to their contributions, without interrupting their discussion.

Management of children's interruptions. In some other situations, the facilitator's coordination regards the children's requests to contribute. The facilitator gives the floor to the children, then coordinating the interaction. Facilitators can also discourage children' interruptions when their interest in the ongoing narrative prevails or they stress that the right of talking does not admit interruptions. A rather mitigated way of discouraging interruptions consists in giving a short feedback and then returning immediately to the ongoing narrative. Facilitators can also avoid responding children's interruptions if they think it is important to continue to support the ongoing narrative.

Complexity of facilitation

The complexity of facilitation is shown by the variety of combinations of facilitative actions (invitations, questions, minimal feedback, formulations, personal stories, personal comments, appreciations). These combinations can support and enhance children's participation and narratives. Inventing these combinations of actions is the challenge of facilitation. In particular, facilitation aims to generate interlacements between different narratives in order to enhance dialogic forms of communication. These interlacements can be enhanced in three ways: through facilitators' invitations to expand, through facilitators' personal contributions, and through children's unpredictable initiatives. To sum up, the complexity of facilitation includes: (1) the complexity of combinations between facilitators' differently designed actions that enhance and support children's contributions and narratives; (2) the interlacement of children's different narratives, both following the facilitators' invitations and suggestions, and as autonomous initiatives.

The analysis of the SHARMED activities has highlighted three forms of facilitation. The difference between these forms depends on facilitators' different training and styles, based on both theoretical assumptions and evaluation of the social and cultural context in which facilitation is applied.

Facilitation as primary combination of a variety of actions in separate turns of talk. The first form of facilitation is based on the combination of questions and formulations. This combination is enriched through specific types of minimal feedback, rather frequent displacing actions, few personal stories. Appreciations and comments are very infrequent. This form of facilitation is based on a great variety of supporting and enhancing actions, which are provided in separate utterances; facilitative actions are infrequently mixed in the same utterance. This form of facilitation implies continuous enhancement and support of narratives, based on a great number of facilitative actions and the use of displacements to enhance funny relations and stress variety and unpredictability. Narratives are frequently co-constructed through the facilitator and the children's combined contributions.

Facilitation as combinations of different actions in the same turn of talk. For some aspects, this form of facilitation is similar to the previous one. However, an important feature here is the complexity of specific turns of talk, which are key points of reference for the development of facilitation. Types of action, in particular formulations, comments, personals stories and appreciations, are frequently combined in the same turn of talk. Comments and appreciations are much more frequent than in the previous form. This form of facilitation provides enhancement of children's stories above all through complex turns of talk, showing the facilitator's warm involvement, These turns of talk work as connectors among different stories.

Facilitation as primary combination of listening and inviting. This form of facilitation is based on linear exchanges between the facilitator and one child, followed by invitation to intervene and ask questions addressed to classmates. This scheme is repeated for each photograph. The sequence of narratives is produced either through separate conversations, or through children's self-managed conversations. This form of facilitation is based on minimal feedback, such as continuers, repetitions and acknowledgment tokens, few direct questions and formulations and many invitations to talk addressed to children. It is based on the presupposition that children's autonomous participation must be the primary focus of facilitation. Therefore, the facilitator is less active than in the previous forms. The facilitator also appreciates, rather systematically, the children's contributions at the end of a sequence regarding a specific photograph.

Management of problems

Difficulties in narrative production. Narratives present problems of **relevance** when they are not interesting for the audience, in particular when the teller is not able to connect the photograph to the story. Narratives also present problems when they include **delicate issues or taboos**, conveying the teller's transgressive identity. Stories that include delicate issues can lead to negative evaluations of tellers, above all when they tell of their unusual or nasty behaviours. Children can also enact nasty behaviours during the activities. These problems, however, were not frequent during the SHARMED activities.

Another important problem of facilitation is the upgrading of facilitators' **epistemic authority**, which limits the promotion of children's agency. Facilitation fails when facilitators' authority does not enhance children's agency, thus undermining children's construction of knowledge. A problem of epistemic authority is guiding conversations towards certain outcomes, regarding relations and behaviours. In particular, this problem arises when facilitators initiate a so-called IRE sequence (Initiation, Reply, Evaluation) in order to check children's knowledge. The facilitator initiates this type of sequence through a question and concludes it giving an evaluative feedback to the child's reply. Problems also arise when facilitators guide conversations towards positive social relations or provide normative directions. In these cases, facilitators' actions reduce children's authority by assimilating it to deviance and obedience. Other two types of problems are the lack of focus on children's contributions and narratives, and the missed opportunity to enhance children's agency and narratives.

Management of conflict narratives and interactional conflicts

Conflicts can become relevant in two ways: as narratives and as disputes between children. In the first case, facilitators need to understand what the narrative tells about transgression and conflict. In the second case, facilitators need to manage interactional conflicts emerging in the classroom. The two ways can also be combined. The raising of interactional conflicts can depend on the context. Facilitation of narratives of conflicts and management of interactional conflicts can require very long interactions, including tentative forms of mediation. In the SHARMED activities, **conflict mediation** was based on three types of action, which they can be useful to understand what mediation means in facilitation.

The **first type** of action is inviting children to reflect on their blaims about classmates. These invitations avoid that blaims become judgments and enhance the telling of different views, which are intended as different social constructions. The **second type** of action is presenting personal stories as ways of discouraging unproductive conflicts. This type of action avoids concluding the interaction by accusing someone of bad behaviour. Facilitators invite to reflect on blaims, avoiding their transformation in judgments and enhancing the telling of different views, as different social constructions. The **third type** of action is managing reflection by leaving room to the children but concluding with a personal comment about the advantages of reflecting on conflicts.

Conflicts can also be **avoided or ignored**, thus privileging the smooth production of narratives. This may be considered a positive way of acting, as it does not emphasize conflicts. However, conflicts that are not managed can become, or remain, unresolved in the classroom. Conflicts are symptoms of relational problems, which in the long run can destroy positive relations in the classroom. Avoiding their management may be a good solution for the contingent continuity of facilitation, but it may also be a negative perspective for the classroom.

Facilitation of narratives about cultures

During the SHARMED activities, only some stories regarded cultural differences, based on **comparison between different cultures**, sometimes stressing the primacy of the cultures of countries of immigration. Interestingly, narratives about cultures have been differently frequent in different settings. These differences depend partly on the form of facilitation, partly on the context, and partly on the interest shown by the children. It is therefore important to reflect on what facilitation means in the so-called multicultural classrooms. The interactional production of comparisons does not necessarily lead to introduce cultural differences. The introduction of cultural issues can also show the impact of the Eurocentric narrative on children whose origins are from non-European countries, though this has been very rare during the SHARMED activities.

Constructions of (cultural) identity. Migration processes enhance the necessity to take in account both children's origins and their new contexts of life. The outcome of this double consideration is unpredictable, as it can lead to different outcomes. Facilitation can highlight these different outcomes,

providing important elements of knowledge about children's orientations. In facilitated classroom interactions, children's identities can be constructed as cultural identities, uncertain identities and personal identities rejecting belonging.

The problem of delicate issues. The way of dealing with delicate issues regarding migrant children, in particular refugees, is an important problem in facilitation. The German facilitators dealt with these situations avoiding support of stories that could highlight the delicate conditions of young refugees. However, the outcome was that migrant's narratives were rather marginal.

Summary and reflections

These results suggest some ways of facilitating narrative and dialogue through use of images. The following summary can provide a general reflection on this facilitation.

1. Children prefer narratives involving personal experiences and family, above all important personal feelings. Facilitators may coordinate transitions, from photograph to stories, as well as between tellers and stories, to enrich narratives and dialogue.

2. Invitations to tell and questions to support narratives cooperate in the active enhancement of narratives. Questions can be used to start narratives, to add to and expand on narratives, to ask questions to tellers. While open questions are useful to invite a child to start to tell a story, focused questions are useful to support the development of the story, clarifyinf children's narratives. Combinations of different ways of inviting and combinations of focused and open questions are important strategies of enhancing narratives. However, the use prevalent or exlusive use of questions for a long time is risky as it can show insistence, rather than desire to explore and expand children's narratives.

3. Minimal feedback allows effective support and recognition of children's stories. Minimal feedback works well in two conditions: (1) when children's stories are fluid and do not need relevant support; (2) when facilitators prefer to avoid interrupting children's narratives through questions or comments. However, minimal feedbacks cannot be the generalised way of supporting narratives. When the complexity of the interaction is higher, formulations are more effective.

4. Formulations are powerful actions, with three important functions: (1) showing the facilitator's attention (above all explications); (2) enhancing the children's narratives and comments (more frequently developments); (3) offering the children the opportunity to reject the formulation (developments), thus showing they agency as claim of rights to tell their stories. Facilitators can decide when using formulations as explications or developments: explications can clarify aspects of the narrative and sometime summarise them; developments are useful to carry the narrative on. Facilitators can also decide when it is useful to provide series of formulations, thus checking when children's interest in expanding comes to end.

5. While questions can enhance and support the narrative production, minimal feedback and formulations show that narratives are listened to, enhance their continuation and, in the case of formulations, enhance co-construction, thus showing the facilitators' active participation and involvement in the narrative.

6. Facilitators' personal contributions can be provided in different ways and with different degrees of success. Stories and displacements are less ambiguous than comments and appreciations. While their length and pervasive nature can disturb children's participation, stories and displacements can be adapted to the specific situation and linked to children's narratives. Moreover, they can be respectful of children's rights as primary participants in interactions. Thus, facilitator's contributions are effective in increasing closeness, surprise, fun, stories and sense of unpredictability. Personal comments are the most risky actions as they display the facilitator's authority in the clearest way. Appreciations risk to be rather intrusive. Personal stories and above all displacements require a strong commitment and are not easy actions; it is not easy to decide when and how provide them.

7. Children's initiatives show children's agency, challenging facilitators' coordination. Facilitators' coordination can enhance many autonomous contributions, but also some fragmentation. When children interrupt ongoing conversations or narratives, the facilitator's way of reacting depends on

two aspects: (1) the perception of the degree of fluidness of the conversation and (2) the assessment of the contextual relevance of interruptions. In particular, the decision if supporting or ignoring interruptions can have relevant consequences on the interaction, limiting participation. Managing unpredictable contributions is the most difficult task of facilitation.

8. Three forms of facilitation were visible during SHARMED activities. Two forms are based on the facilitators' intense and creative activity of co-construction of narratives. These forms are different for two aspects: (1) contingency (first form) vs. sense of order (second form); (2) displacement (first form) vs. empathy (second form). The more "classical" third form of facilitation is based on active listening and minimal interventions and aims to enhance the autonomous voice of children.

The first form of facilitation is the most effective in enhancing expansions of personal stories, thus promoting a great number of narratives, often linked to the same photograph and developing without a precise order. The second form of facilitation is the most effective in enhancing interlacements, based on children's long stories in single or few turns, and in enhancing ordered sequences of children's contributions. The third form of facilitation is the most effective in leaving the floor to the children for autonomous contributions, without the facilitator's direct coordination, and separating the stories through an ordered presentation of the photos.

Forms of facilitation may depend on two factors. On the one hand, the type of context, which includes the school system, the class composition and the prevailing ways of communicating in the classroom context. On the other hand, the facilitator's training and style. Therefore, cultural and personal factors are intertwined and it is impossible to separate them. Forms of facilitation can be different in different situations and facilitators adapt the form of facilitation to their styles and contexts.

9. Difficulties in producing narratives depend on interest in them, above all if they are not sufficiently developed, and degree of accepted transgression.

10. Facilitators' upgrading of their epistemic authority lead to assess children's contributions, guide conversations, underestimate children's contributions. These effects make difficult facilitating children's display of agency and dialogue between children. These problems can be avoided keeping the children's interest alive, paying systematic attention to their contributions and promoting narratives and dialogue in the classroom.

11. Conflicts are a very delicate issue for facilitation, and their management requires important and complex skills and time. It seems very hard to transform facilitation in conflict management, in particular in conflict mediation. However, facilitators can employ some form of mediation when conflicts arise, avoiding accuses, inviting to reflect, narrating personal stories and providing personal comments. The alternative of avoiding or ignoring conflicts seems more risky for classroom relations.

12. Narratives of cultural aspects, such as cultural comparisons and identity, are contingent constructions in specific classroom interactions. They are productions of small cultures, which means that they cannot be considered as essential components of children's personalities, but rather as linked to specific situations. The way in which facilitators act as co-tellers is particularly important in this production of narratives. Durung the SHARMED activities, these narratives very frequently highlighted the importance of children's personal experiences and preferences, rather than cultural values or principles. Personal experiences and preferences can however lead to different outcomes, including sense of belonging, uncertainties, hybrid identities, rejection of any cultural identity.

13. Facilitation should not enhance cultural identities at any cost. Rather, facilitators can decide if, when and how to expand narratives of small cultures through children's interest in personal experiences. Ignoring these experiences can be a way of showing sensitivity for the delicacy of children's conditions. However, in these cases, facilitation may fail in creating dialogue around different life-stories, in particular linked to those children that are not natives of the local community and thus missing an important opportunity to give voice to these children.

7. Analysis of post-test and effects of activities

As we have seen, the number of participants in the AG was much higher than the number of participants in the CG. This difference was mainly due to the difficulties in finding CG classes, in particular in UK. The most important results of the analysis of the post-test in the AG are summarised as follows (the meaningful changes in the post-test are in bold).

1. Pre-test is confimed for positive relationships among classmates, pleasure of talking together and positive assessment of getting along, more positive relationships in UK, and less frequent in Germany. **In the post-test, in Germany children say less frequently that they learn from each other and tell each other stories, while in UK sharing of personal matters and above all telling each other stories increase.**

2. Pre-test is confimed for the very positive general view of classmates' participation in the classroom, as well as the ore generalised positive perception of classmates in UK. The difference between UK on the one hand and Italy and Germany on the other, is very relevant for what concerns the sharing of feelings, even if **in UK the frequency of sharing feelings decreases in the post-test. In the post-test in Italy and UK, expressing different points of view is much more widespread.**

3. Pre-test is confimed for widespread interest in classmates, as well as its increase from Germany to Italy to UK. In Italy and Germany, the most frequent interest still regards respectively classmates' feelings and experiences, while **in UK's post-test the most frequent interest is for what classmates think, which is higher than in the pre-test**, remaining rather underestimated in Germany. **In the post-test in Italy, interest for experience is more frequent, while in Germany interest for feelings is less frequent.**

4. Pre-test is confimed for much less frequent perception of classmates' interest and increasing interest from Germany to Italy, to UK. **In the post-test, in Italy the most frequent classmates' interest changes from knowledge to thinking, and in UK it changes from thinking to feeling and experiencing**, while in German experience remains the most frequent interest. **In the post-test, in Italy interest in experiences and in thinking, which becomes the most frequently chosen answer, increases; in UK interest for feeling, experiences and knowledge increases.**

5. Pre-test is confimed for the highest percentage of children that tell stories about themselves, the increase of this percentage from Germany to Italy to UK, the higher interest in Italy for talking and making of photographs and videos, the highest interest in UK for talking of place of birth, family and cultural background. **In the post-test, in Germany children talk less frequently about photos and videos, the place where they were born, their families, and their cultural background. In UK, children more frequently take photos and make videos and tell stories about family.**

6. Pre-test is confimed for frequent positive perception of classmates' reactions to important points, the increase of this perception from Germany to Italy and to UK, and the prevailing attemnpt to convince in Germany. **In the post-test, in UK aggressive and judging reactions are signalled by a lower number of respondents, while pointing out the positives is signalled by a much larger number of respondents. In Italy, classmates less frequently point out the positive but look more frequently for shared stories and less frequently have a mocking reaction.**

7. Pre-test is confimed for the very high percentage of children addressing classmates' stories positively. **In the post-test, in Germany telling their story too and joining in the storytelling is chosen by a lower percentage of children,** this last item becoming similar to that in Italy. Therefore, only in UK this activity remains very common. **In Germany, moreover, children get bored more frequently but they also find stories more frequently reliable. In UK, mocking remains more frequent than in other contexts, but children are**

less bored by stories and are more frequently amused by them. Moreover, children tell more frequently their story too and much more frequently ask questions.

8. Pre-test is confimed for children's talk of their memories prevalently in their families, followed by friends, classmates and teachers, children's less frequent talk of memories both in families and with friends in Italy. **The difference among the contexts is higher than in the pre-test for what concerns classmates and teachers, since in UK these two percentages increase in the post-test.** Talk about memories is still much more frequent in UK, while it remains particularly infrequent in Italy. **In the post-test, in Italy children more frequently specify a member of other categories using the "other" response, in Germany they talk about memories more frequently with classmates, in UK with friends, classmates and teachers and above all with specific members of other categories.**

9. Pre-test is confimed for the large majority of children's expression of different perspectives as neither positive nor negative, and for the marginal minority's expression of differences as always negative. **In the post-test, the difference concerning positive expression of different perspective between Italy on the one hand and Germany and UK on the other, is lower because the frequency of this answer increase in Italy.**

10. Pre-test is confimed for very frequent use of photography to remember and tell/share memories in Italy and UK. **In Germany, it still very frequently concerns capturing interesting moments of life, but this answer is less frequent than in the pre-test**. In UK, it is still particularly relevant to be creative. Moreover, **in UK using photography to relate to other people is more frequent than in the pre-test** and is still much more frequent than in Germany and Italy. However, **the percentage of using photography to relate to other people also increases in Italy.** Showing emotions through photographs still increases from Germany to UK to Italy. However, **in the pot-test showing emotions through photographs is less frequent in Germany and more frequent in UK.** Finally, in Italy and Germany, use of photography to tell stories about personal experiences is less frequent than in UK. **In the post-test, use of photography to tell stories about personal experiences increases in Italy and UK and decreases in Germany. Moreover, in Italy and UK children use photographs more frequently to record what they see around them, in UK they use it more frequently to tell stories about their personal experience, and in Germany children use much less frequently photographs to be creative.**

These data show that, as in the pre-test, in London Barnett the positive outcomes regarding classroom communication are more frequent than in the Italian regions and, above all, in the German regions. Moreover, in the post-test, in Italy and UK there is an increase of positive outcomes and a decrease of negative behaviours, while in Germany outcomes are more ambivalent.

Effects of the activities

As we have seen, the comparison between the AG and the CG presented several problems. It is therefore important to triangulate the quantitative data with the qualitative data produced though focus groups (FG) with children. These qualitative data can help to understand some quantitative results. For the German and UK settings, in particular, qualitative data support an interpretation of some apparent negative effects as cues for a more reflective children's approach to the meanings of relationships and communication. In general, the positive (or less negative) results in the AG may be linked to the intense dialogic activity. It is also important to stress that children can be unaware of the effects of interactions, which are visible in the video-recording: they can perceive only part of the complexity on these interactions and of their importance for participation and dialogue.

In general, the effects were much more frequently positive than negative, but there were some exceptions. The deterioration in the CG for several aspects shows that the activities may have prevented problems in the classroom. The following summary highlights the most important effects.

1   **Relationships with classmates.** Positive effects regard the perception of problems (Italy), and the sharing of personal matters, expressing different opinions and interest in talking with classmates (Germany), the sharing of stories (UK). Some negative effects regard learning from each other, sharing personal matters and getting along well (Germany and UK). The FG help to understand that these effects can be attributed to a more reflective attitude on relationships, attitude developed during the activities.

2   **Communication in the classroom.** In Italy, all the effects are slightly positive, even if not significantly. In Germany, positive effect concerns the sharing of feelings. In UK, positive effect concerns the expression of different points of views, whilst significant negative effects concern sharing of opinion, experiences and feelings; the negative effect on expression of opinions is influenced by the high increase of the value in the CG. The FG support interpretation of the negative effect on sharing feelings as linked to a more reflective approach regarding relationships and their meaning.

3   **Interest in knowledge, thoughts, feelings and experience.** There are few significant effects. The only exceptions are positive effect for interest in classmates' knowledge and (less frequently) for classmates' interest in respondents' thought in Italy, and the negative effect on classmates' interest in experience in Germany.

4   **Activities with classmates.** In UK, relevant positive effects concern almost all variables, with stronger effect on telling stories about places linked to the family, talking about the places of birth or living, taking photos/making videos. Almost all variables in the AG are characterised by a relevant positive effect, but the overall effect is not always positive due to increases in the small CG as well. In Germany, by contrast, all relevant effects are negative and this raises a question about the cultural and social context of the activities, including the style of facilitation, which was not effective for all the dialogic aspects dealt with in the project.

5   **Perception of classmates' attitudes.** In Italy, all effects are positive. Particularly relevant is the positive effect on interest in shared stories and reduction of mocking. In UK, positive effects concern the reduction of negative judgement and attempts to convince, while negative effects concern attempts to understand and respect, which depends on the high increase of most intervals in the CG, dwarfing the more limited, although still positive effect in the AG. In Germany, negative effects concern respect, mocking and attempts to convince. These effects may be partly explained with an increase of critical consciousness about the way children feel treated by their classmates, partly with lack of the trust, which as not effectively contrasted by facilitation.

6   **Self-assessment of reactions to classmates' stories.** In Italy, positive effects regard asking questions, joining in storytelling, telling their story, and (above all) believing classmates stories. In UK, positive effects regard reduced boredom and above all joining classmates in their storytelling. Most negative effects are generated by high positive differences in the CG, with the exception of reduction of mocking. In Germany, negative effects concern increased boredom, interest in asking questions, telling stories, annoyance and joining in storytelling. These effects may be associated both with the results of the FG and with the analysis of interactions.

7   **Shared memories.** No relevant effects.

8   **Expression of different perspectives.** Positive effects in Italy and UK.

9   **Use of photography.** Positive effects are limited, coherently with the higher interest in narratives than in photography. In Italy, they regard the use of photography for recording external aspects and telling stories of personal experiences. In UK, they regard the use of photography to show emotions and record external aspects; a negative effect is measured for relating to other people and being creative. In Germany, there are no significant effects.

Positive effects prevail, or at least negative effects are limited, above all in Italy and for several aspects in UK. In UK, the effects in the AG should probably be considered more relevant, as the comparison between the AG and the CG may be misleading. This may be partially true also for

Germany. Both in UK and in Germany some controversial results can be associated with the reflective attitude created by the activities. Children could reflect on their relationships and their ways of acting, thus becoming more critical. Above all, in Germany the context seems to create some obstacles to the achievement of positive effects.

Gender differences. Probably, the most important result is that males are positively affected more frequently than females. Males could observe a dialogic way of communicating which is less frequent in their traditional socialisation. It is possible that this improvement among males had some counter-effects in females' participation. A particular attention to the dynamics of gender relations in the classroom is therefore important.

Differences concerning language. In Italy, the effects on CSFLB are positive for both relationships and use of photography. CSFLB perceive less frequently problems with the classmates and more frequently exchange stories with them. They are more frequently interested in what their classmates know, perceive more frequently that classmates are interested in what they think, know and experience, talk more frequently of their cultural background and the places in which they were born, perceive more frequently that classmates respect, try to understand, point out the positives, and look for shared stories and less frequently that they judge and mock. Moreover, CSFLB more frequently ask questions, tell their stories, find classmates' stories interesting, believe classmates and join them in the storytelling. They consider different perspectives as more frequently positive, use more frequently photography to record what they see, to relate to other people and to be creative. The negative effects are very few: CSFLB take photos and make videos less frequently, and mock classmates more frequently. The analysis of interactions confirms the strong involvement of CSFLB during the activities. However, they also experience more frequently mocking and aggressive behaviours.

In Germany, the effects on CSFLB are more controversial, as negative effects are not infrequent. The analysis of interactions shows scarce involvement of CSFLB in narratives and dialogue. Positive effects regard problems with classmates, learning from classmates, showing favourite photos/video, finding classmates' talk nice and amusing. CSFLB more frequently talk about their memories with their classmates and teachers.

In UK, the positive effects on the SOL are limited. They include however, some important aspects, such as talking about themselves, family, place of birth, family story, taking photos/video, considering different perspectives as positive, perception of classmates' negative judgement, attempt to convince, aggressiveness, joining classmates in the storytelling. Negative effects concerning SOL are not infrequent and concern sharing opinion, experiences and feelings with classmates, interest in classmates' thinking, perception of classmates' respect and attempt to understand, perception of classmates' talk as nice and amusing, use of photography related to other people and creative.

8. Assessment of the activities

The children who participated in the evaluation process were **341** in Italy, **334** in UK and **306** in Germany. Some results are different in questionnaires, FG and video-recorded activities. This depends on methodological differences. FG are based on questions that promote children's answers. The direct responsibility in public answers may block some critical assessments; therefore, the outcomes of the FG are more positive than those of the questionnaires. It is important to balance both types of results to give account of the children's assessment. Moreover, the participants may only get general impressions of what happened in classroom interactions.

Semi-structured interviews were administered to 40 teachers, who followed the activities as they taught in the involved classes, and 8 facilitators, all those involved in the project. This set included: (1) 15 teachers, in both Italy and UK, and 10 teachers in Germany, with a prevalence of teachers

working in secondary schools, while there were some difficulties in interviewing some teachers in primary schools; (2) 4 facilitators in Germany, 2 in Italy and 2 in UK.

Children

The most important results of the analysis of the children's assessment of the activities are the following.

1. The activities were enjoyed by the large majority of children in Italy and UK. They were less frequently enjoyed in Germany, where however they were considered positively. Children enjoyed more frequently aspects entailing a less visible role, for instance being the audience for classmates' stories and pictures, while public participation, as presenting pictures, telling stories and exchanging ideas, was less appreciated. Producing a picture was among the less appreciated activities in UK and Germany.
2. The outlook on the activities was very positive. This positive assessment increased from Germany to Italy to UK. The great majority of children had fun, expressed their opinions, discovered new things about others, did something new and learned new things, felt respected, felt appreciated and involved. Expression of feelings, which is rare in ordinary classroom environments, was less frequent, but increasing from Germany, to Italy, to UK.
3. Children appreciated classmates' supportive behaviour, in particular in Italy and, above all, in UK. Believing and respecting were frequent; judging was the less frequent behaviour. In Germany, the activities that required more active involvement, as trying to understand and being interest, were less frequently appreciated. Relationships with classmates were assessed positively, increasing from Italy, to Germany, to UK.
4. The large majority of children felt comfortable or very comfortable with the facilitators, with an increase from Germany, to UK, to Italy, where the percentage of children who felt very comfortable was much higher than in the other settings. Only a marginal minority (very marginal in Italy) felt uncomfortable or very uncomfortable with the facilitators.
5. The largest percentage of children described the facilitator as a person open to children's interests and feelings, increasing from Germany, to UK, to Italy, where this definition was chosen by the majority of children. The other two more frequently chosen definitions were "friend" in UK and teacher in Germany.
6. Children's outlook on the facilitator's stance during the activities was largely positive for all variables, increasing from Germany, to UK, to Italy. The most positive assessment concerned interest, trust, respect, and understanding. Helping to get along with classmates was the less chosen, but still chosen by the majority; judging was chosen only by a minority of children, increasing from Italy, to Germany, to UK.
7. Different opinions were appreciated, increasing from Germany, to Italy, to UK. A minority of respondents did not perceive different points of view, decreasing from Italy, to Germany, to UK. Different opinions triggered conflicts according to very few children in Italy, and more frequently in Germany and above all in UK, though these differences are not confirmed by the analysis of interactions.
8. Most children considered their participation in SHARMED as positive experience. Only a marginal minority considered their experience as negative. In UK, the assessment was more polarized than in Italy and Germany, with the greater percentage of negative evaluations.

While the general assessment is very positive, some differences may be explained by the different ways of facilitating classroom interactions at least in some cases. In Germany, facilitation included some normative orientations and some difficulties in managing conflicts. In UK, facilitation worked very well in enhancing new narratives and interlacements between narratives, but sometimes the facilitators provided appreciations and comments, which might be interpreted as judgments. In Italy, there was a difference between facilitation in Modena and in FVG, the latter being more similar to

the German one, which was visible in the internal comparison, but not in the whole corpus, as the data collected in Modena were overwhelming. Facilitation in Modena was more effective in avoiding a normative and judgemental appearance, in providing mediation of conflicts and in enhancing agency and dialogue.

There were limited differences regarding type of school, gender and spoken language. For several aspects, **children in primary schools** appreciated the activities more frequently than secondary school children. For several aspects, **females** were more involved in the activities than males. The results regarding language diversity were more nuanced in Germany and Italy, while in UK no variations were observable, probably due to the generalised high competence of all children in the use of the English medium.

Teachers

The general perception and assessment of the activities were positive, though in Germany some teachers were more critical. In particular, the teachers appreciated some important aspects of the activities:

1. Facilitators' competence and ability in motivating all children.
2. Use of photographs and visual materials to engage, motivate, involve and include all children.
3. Opportunity for the children to improve mutual knowledge and understanding.
4. Intimate and emotional stories and moments, in which the children who usually did not show their own emotions were able to share their feelings.
5. Chance offered to the teachers to leave aside their usual teacher-student relations and get a new perspective on their students.

The facilitators were appreciated as they were able to promote children's participation and to avoid being directive. They worked "with" rather than "on" children, influencing the nature of adult-children relationships, in particular enhancing affective rapport. Children's participation was high and all children were involved in the activities. The teachers themselves learnt many new details about the children's experiences and views.

The teachers considered the activities as educational. In particular, children learnt to engage in dialogue. Those children, who had some problems in expressing themselves during regular lessons, participated actively and were listened to without judgment by classmates. In particular, shy and not fully linguistically competent children were supported in sharing their life stories and experiences. Children knew better their classmates, their cultural experiences and family differences. They could recognise and discuss similar experiences via very different religious, cultural and family units. Children appreciated very much the activities and accepted the facilitators' proposals with enthusiasm and interest, becoming involved and trusting them. They were able to focus on each other personally, and they easily adapted to facilitation, developing affective relationships.

According to most German and UK teachers, children were autonomous, while for the Italian teachers, some children were very confident when sharing personal narratives and asking questions, while other children were mainly or partly dependent on the facilitator.

However, the German teachers observed that their relationships with children, during the activities, were not different from their daily interaction. Only one teacher highlighted that it was interesting to leave the teacher-student relation and to get an outside perspective on students. The Italian teachers remained aside to observe the activities, without intervening even when there were problems, which were handled by the facilitator. In UK, some teachers, who initially left the classroom to do other things, were fascinated by the enthusiasm shown by children and decided to stay in class.

The relationships between facilitators and teachers were positive. The teachers observed that the facilitators were very interested in the children and their family background, ensured a good cooperation with the school, trust and respect. All children liked the activities very much and asked

to repeat them. Children could understand aspects they had not the chance to observe in other settings. Pictures and stories touched them and they still continued to talk of them for long time.

Suggested improvements regarded clarification of connections with school curricula (in particular in UK), continuity in time, reduction of space for writing activities, increasing time for the activities, ability to manage conflicts and traumatic and painful experiences which can emerge during the activities.

Facilitators

In general, the facilitators assessed the activities very positively. They obserbed that the activities were interesting, well fit for the age groups, and successful for both students and teachers. However, the Italian facilitators, though stressing many positive aspects, were more critical and self-critical, showing a more reflective approach to their work. Probably, this peculiarity comes from the long experience in working with children and classes.

Methods and techniques. All facilitators showed a clear understanding of the methodologies and techniques they used in the classroom. They used methods to stimulate children's participation. The German facilitators adopted more structured methods that the Italian and UK facilitators. The UK and German facilitators highlighted the use of visuals as an excellent way of sharing stories and experiences. The UK and Italian facilitators stressed that learning did not depend on educational methodologies and that the activities were different from ordinary education with regard to methodology and presuppositions. According to the German and Italian facilitators, children learned both competences and contents of knowledge but above all developed new attitudes. The Italian facilitators highlighted self-awareness, reciprocal knowledge, attitude to dialogue and sharing memories and personal stories. The German facilitators stressed dialogic skills, such as listening, visual, communication and social skills, curiosity about others, consciousness of their own rights of participation and tolerance towards different perspectives.

Children's autonomy. In UK, the facilitators recognised great autonomy to the children who participated without the need of any guidance. By the end of the project, children were very good in taking the risk to say something but almost never talking on top of others' narratives. In Italy and Germany, the facilitators recognised children's autonomy, but stressed its limitations and in particular the paradox of creating its conditions from outside. According to an Italian facilitator, differences among children only depended on their personal characters. Another Italian facilitator looked at cultural difference. In Germany, the biggest differences were observed among classes and, above all, age, as the youngest children were from the beginning more excited and open towards the project, facilitators, pictures and stories.

Relations with children and adults. The facilitators felt that their presence and the activities were very well appreciated by the vast majority of children. Their relationships with children were positive and funny. In Italy and Germany, however, the facilitators reported the problem of finding the right way of dealing with some children. Relationships with the teachers was different according to the school grade, the level of involvement, the teachers' attitude towards the challenge of doing something outside the curriculum and the reactions to the project in action.

Influence of the project. The facilitators perceived the activities as successful. However, the degree of success were different. The Italian and German facilitators were not able to say if the activities influenced the relationship between children, as they did not know what happened after the workshops and the activities were too limited in time. Nevertheless, all facilitators put in evidence that the activities could potentially have some influence on children. They perceived that the stories that were told could have changed something about the relationships between children, as they learned something new about the classmates and empathised with them, realising in many cases to have things in common. In UK, general traits and characterises evolved during facilitation regarding children's behaviour. Participation developed in the majority of classes across the activities; child led discussion and autonomy became more dominant at each new stage of activity.

9. Educational and societal implications

Organisation and expectations in the school system. Different ways of organising schools have an impact on this type of project. It is important to know and verify the possibility of accessing schools during the school year, linked with the school expectations. At least at the beginning of the project, it is probable that schools and teachers organise this type of project as an experimentation that should not disturb regular teaching. The evolution of expectations depends on the degree of distance between teaching, on the one hand, and a dialogic and participatory approach, on the other. Low distance enhances the acceptance of the proposed activities, but it may also create some "competition" with teachers who are interested in stressing their own competence. However, this competition must be transformed in enhancement of new classroom activities. In case of high distance, teachers can stress the difficulty of integrating the activities in regular teaching. In some cases, traditional forms of teaching may be claimed as more successful; in other cases, new forms of facilitation are appreciated. Children's expectations may depend on the proposed forms of facilitation. The aspect that deserves some reflection is that children may enjoy very frequently aspects entailing a less visible role, for instance being the audience for classmates' stories and pictures, while aspects implying a public participation, such as presenting pictures, telling stories and exchanging ideas, may be less appreciated.

It is also important to consider type of school and gender. During SHARMED, children in primary schools appreciated the activities more frequently than children in secondary schools and females were involved more frequently than males. Type of migration is another important factor that influences the degree of success of the activities, for what concerns both children's language competence and their motivation in participating. In a context in which an established mélange of different origins meets a shared language (e.g. in London), the impact of language and culture is minimal and the exchange of experiences in the classroom is easier as based on confidence of understanding and acceptance. In a context with more language differences and cultural diffidence, the impact can be higher. Differences in assessment of the activities between native speakers and children natives of another language may be nuanced. Interestingly, however, facilitators can be appreciated by non-native speakers. Therefore, the impact of cultural and linguistic differences can depend on the facilitation process. In some cases, facilitation can transform difficulties in self-expression. In other cases, facilitation, above all if more rigidly structured, can confirm difficulties, leaving insufficient space for self-expression. Thus, while a careful assessment of the cultural and linguistic context is very useful, a careful use of facilitation is decisive in managing differences.

Types of activities and methodology of facilitation. Written texts seem to be less useful than oral narratives and dialogue in achieving the objectives of this type of project. What is felt as missing in schools is the ability to involve children in oral narratives. Children declared their preference for listening to classmates' stories and looking at their photographs, rather than participating actively. However, this preference is not visible in the video-recordings of the activities, which show children's very active participation, at least in the Italian and UK settings. Of course, video-recordings highlight active participation rather than listening to and looking at, however they show that active participation was very important and successful in SHARMED. The mismatch between the children's declarations and the video-recordings, at least for the UK setting, also regards the management of problems and conflicts. In UK, children perceived conflicts that were not at all visible in video-recordings, at least if confronted to the Italian settings, where some conflicts were evident and where, however, they were much more frequently interpreted as "different views". This shows that there may be different perceptions of what conflict is in different contexts. It could be that the more controlled school context in UK, expression of different views is seen as more conflictive.

Some general principles of facilitation were adopted in SHARMED: promotion of active participation, dialogue and avoidance of normative actions. Against this background, variations were considered reasonable, as accorded to specific styles of facilitation. The German facilitators decided

to introduce a series of standardised activities, while the Italian and UK facilitators used more flexible methods. The analysis of differences in style and method of facilitation is useful to understand what facilitation may be in different contexts and according to different views of participation and dialogue. In particular, participation may be interpreted in different ways. For instance, participation may be interpreted as uttering more or less long, individual (personal) narratives, actively promoted by other participants' questions and comments, and confirmed through open appreciation. Alternatively, participation may be interpreted as co-construction, in which the facilitator is continuously involved through questions and formulations. Again, participation may be interpreted as children's autonomous individual (personal) contributions, loosely solicited and based on more standardised techniques. This type of difference is partly based on personal styles, which are influenced by theoretical approaches, and partly based on the cultural context of facilitation.

Project effects. In the SHARMED project, the effects were much more frequently positive than negative, but there were some exceptions regarding the perception of relationships with classmates. Some negative effects can be explained through a more reflective attitude developed during the activities, as children could reflect on their relationships and their ways of acting, thus becoming more critical. However, video-recordings of activities also show a relevant influence of the style of facilitation in enhancing participation effectively.

During the SHARMED project, it was not possible to observe generalised differences regarding gender and language. However, an important result was that males felt positively affected more frequently than females, though females assessed more positively the activities. Probably, males could observe a dialogic way of communicating which is less frequent in their traditional socialisation. In any case, the video-recordings of the activities show that both males and females participated actively. In any case, paying attention to the dynamics of gender relations in the classroom is an important aspect of facilitation.

The effects on lamguage diversity may also depend on local conditions. In Italy, the effects were positive, above all for the improvement of classroom relations and active participation, reduced perception of problems with classmates, exchange of stories with them and interest in them, perception of classmates' interest and respect, communication about cultural and personal background, positive different perspectives. Some negative effects (but infrequent) regarded perception of mocking and some aggressive behaviours. Video-recordings confirm these effects. In Germany, the effects were more controversial, and some negative effects were visible, regarding active participation, classmates' interest, talk of cultural and personal background, perception of different perspectives as positive, perception of classmates' respect and mocking. These effects were confirmed by the video-recordings, which showed scarce involvement of the CSFLB in narratives and dialogue. Finally, in UK, thre were no effects. It is clear from the video-recordings that migrant children were more involved in the Italian setting. These results show that consideration for the specificity of the connection between local types of migration and facilitation is a very important aspect of this type of activities.

Further activities in the involved schools. The SHARMED project did not include tools to verify the continuity of the activities in the involved schools, as its main objective was a larger scale of dissemination. However, during the interviews, the teachers said that the level of interest in photographs and stories continued after the conclusion of the SHARMED activities, providing some examples. The project, the tools and the outcomes were disseminated both at local level (parents, other schools, external partners), and at the level of wider institutions in charge of educational policies. Dissemination addressed teachers, families, children, experts and policy makers. A local networking was created and kept updated through regular communication and direct involvement. Activities of dissemination of tools and outcomes included the use of network members as multipliers of information and know-how. Construction and management of social media profiles established continuous and dynamic news update. A large mailing list was developed to disseminate the SHARMED progress and results, and to inform local media about the project and its outcomes. The

members of the partnership participated in networking activities and seminars/conferences. At the end of the project, the SHARMED website has been filled with important materials to promote download and active participation. Finally, publications about the results of SHARMED have been planned.

Tools for SHARMED-like projects. The most important outcome of SHARMED is the series of products, which were foreseen from the beginning of the project, as a way of explaining and disseminating innovation beyond the involved schools, in particular at the European level. These tools are a training package, both face-to-face and online (MOOC, Massive Online Open Course), guidelines for the activities, an evaluation package and an archive. All these tools are available on the SHARMED website (www.sharmed.eu). The archive is password protected for ethical reasons and can be only visited (after permission) by educational institutions and organisations.

The **training** for teachers, educators and facilitators has been provided in two forms: (1) a short training of approximately one day, based on a training package and (2) a longer Massive Online Open Course (MOOC). The training relies on the discussion of examples from facilitation processes; therefore, it is a precious resource toward the implementation of SHARMED-like projects. The aim of this training is to support trainees to explore the concept of facilitation and related themes to plan and use facilitation within future practice. Trainees are provoked to reflect how skills and teaching strategies: (1) can be transferred between teaching and facilitation; (2) can further develop and be challenged to promote children's autonomy, voice and participation. Implementation of facilitation within an educational context can be explored in view of impact on practice aiming to promote the voice, expression, role and spaces belonging to children. Transcripts and transcript analysis/notes can be utilised by trainers freely as a resource (1) to support knowledge, (2) to aid memoire, (3) to project promotion capturing facilitation impact. In particular, the Massive Online Open Course (MOOC) is a tool for self-learning based on a modular framework, promoting autonomous learning with videos, documents such as transcripts and slides. The MOOC is available for an unlimited number of users with different backgrounds, professional profiles and aspirations. The very nature of a MOOC allows trainees learning at home conveniently, flexibly and at their own pace.

The **archive** includes all collected photographs, which were authorized through the informed consent form, in Italy, Germany and United Kingdom, the texts written by the children about these photographs, several video-recordings of the activities. The access to the archive requires username and password. To obtain these, it is necessary that interested persons ask for registration showing their belonging to an official institution. The users are requested to use the pictures only for educational purposes; their publication out of the archive is not allowed. In the archive, photographs, texts and videos are linked to each other, so that users can easily switch between the different media around the same story. The contents of the archive are provided in three languages (English, German and Italian). The archive can be used (1) to find inspiration about the types and use of materials and (2) to use directly the (anonymised) materials, whereas there is no time or no way to plan the autonomous collection of visual materials. The archive is an additional source of knowledge and inspiration, but it cannot replace the knowledge acquired through the training and the careful understanding of the methodology. On the one hand, the archive can be used to activate facilitation in the classroom, about different topics and in different areas of learning. On the other hand, it can inspire teachers, educators and facilitators in the construction of their own archives.

The archive offers three different ways of searching for the included materials. The first way is browsing with filters: type of material, specific schools, gender, age, class, author (child, parent, close person, other, unknown), type of picture (brought or taken), found in family album or online. The second way is browsing through keywords: (1) primary keyword regarding the object (animal, ceremony, changing, character, close persons (not family), emotion, event, family, holidays, friend, me, objects, place, leisure, sport); (2) sub-keywords regarding attitudes (admiration, disapproval, agreement, disagreement, appearance, disappearance, birth, death, conflict, peace, departure, return, meeting, separation, happiness, sadness, comfort, discomfort); (3) keyword regarding the types of narratives, only for videos (narratives about family, self, personal life, historical events, migration).

Finally, it is possible to browse the archive through a map of the places where the pictures have been taken, date when they have been taken.

The **guidelines** aim to give some orientation to those teachers, educators and/or facilitators interested in applying SHARMED-like projects. They are a way of thinking of activities that are inspired to innovation following the experience of SHARMED. For this purpose, the guidelines are thought as an instrument easy to understand and quick to read. They include presentation of the objectives, summary of the key concepts, description of target groups and partnerships, indications on plan and organisation of activities, descriptions of training program and methodology of facilitation, presentation of evaluation package, description of training and ways of using the archive, indications on dissemination strategies and activities.

The **evaluation package** includes all the tools used during the SHARMED project, i.e. questionnaires, audio-recorded interviews and video-recordings. The package also provides some suggestions about their use, in particular about the different resources requested by their application. In this way, the interested professionals can evaluate which tools they prefer to use. The package includes both the instructions for the use of the tools and the complete forms used during SHARMED. The combination of guidelines and evaluation package offers a complete guide to realise and assess innovative activities in schools and classrooms.

10. Final reflections

1. Facilitation of children's participation and dialogue, through use of photographs, has important effects, above all in multicultural classrooms.
2. Personal memory is a powerful engine for participation and dialogue and photographs are very effective in enhancing personal memories.
3. Facilitation enhances children's agency and authority in accessing to and producing knowledge.
4. The project improves dialogue in children's families, where many stories may be shared before they are narrated in the classroom, without limiting children's autonomy in narrating in the classroom context.
5. Facilitation presents different styles in different situations, without losing its general meaning. Threfore, facilitation can be adapted to different contexts.
6. The training in using facilitative methodology is very important, as facilitation is a complex way of enhancing participation and narratives and cannot be left to good will and enthusiasm.
7. Variety of creative activities can be enhanced through facilitation and photographs, which may be understood using the tools available on the website.
8. It is important to evaluate the context of the activities. However, the type of evaluation may depend on local resources.
9. The way in which migrant children are included in the class and can be motivated to talk is an important variable; it if is underscored, the activities can fail an important objective. However, the activities are not only beneficial for migrant children; they can engage the whole class in important dialogic communication.
10. The contextual features, the type of migration and the children's attitude to be involved (again depending on the context) can be different in different contexts; these contexts are less linked with "countries" than with particular local conditions.
11. Children's active participation can lead to conflicts and avoiding conflicts is not fruitful for class relations; therefore, facilitation should include some ability in mediating conflicts.
12. Finally, this type of project is based on a learning-by-doing process, which may be adapted to specific conditions. The tools that the SHARMED project has provided can be particularly useful for this adaptation, while they do not aim to predefine the choice among different options.