

K REPORTERS

MARIE SKŁODOWSKA CURIE ACTIONS

Walking the line: Guidelines for the integration of training learnings

Reassembling politics across
children's cultures to scale
intersectional pedagogies

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1. Summary

These guidelines have been developed to support the *K Reporters* consortium and partner institutions in the deployment of training programs across diverse local and transnational contexts. Building on the learnings of previous WPs, international workshops, and pilot trainings, they are intended for educators, researchers, social workers, and institutional partners who will integrate the training into their territories. Like a funambulist, trainers are invited to move carefully, adjusting their stance in response to context. The guidelines aim to **encourage reflexivity**: by applying intersectional, decolonial and child-centred perspectives, trainers are invited to critically examine their own positionalities, assumptions, and practices. This reflexive position challenges hierarchical dynamics and opens up the training process as a **co-formation**, where learning is constructed collectively with children, professionals, stakeholders and communities.

As part of this deliverable, we present a **practical tool** in the form of a reflexive framework that supports trainers in the field by offering orientation rather than instructions: it sets out principles, stages, and guiding questions, encouraging them to remain adaptive and critically reflexive throughout the training process. Importantly, this tool is not “fixed”: it will be **co-constructed and refined** with the KR team throughout the training pilots and feedback loops, ensuring that it reflects diverse and situated needs, purposes and experiences. By keeping the tool open to adaptation, it can evolve into a shared resource that embodies the project’s collaborative spirit.

Finally, this deliverable aligns with the project’s broader vision for communication, dissemination, and exploitation, supporting the formation of global alliances and contributing to the establishment of a **professional and community-based network** committed to children’s well-being and social justice.

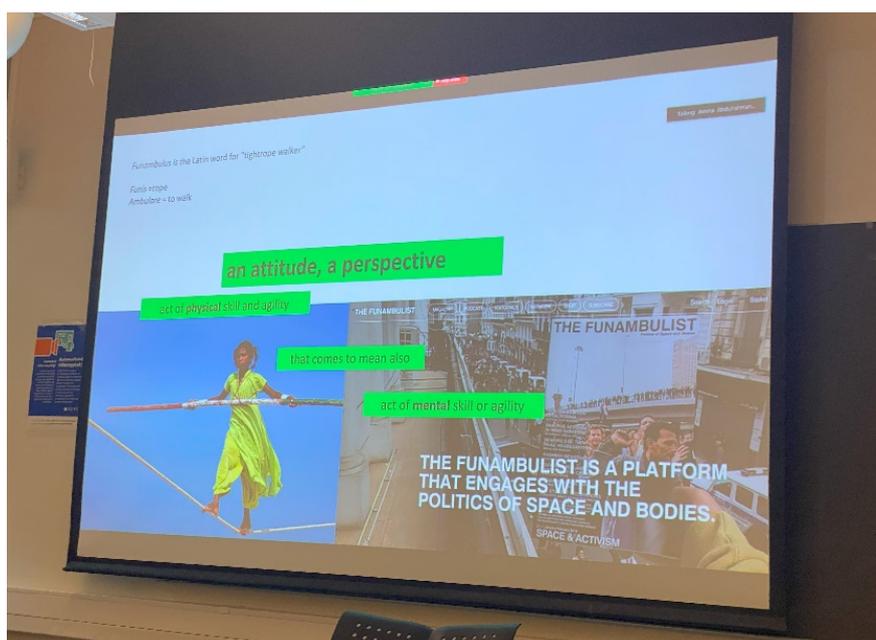


Figure 1. Participatory Creative Assemblage. First International Workshop, Trondheim, June 7, 2024.

2. Main principles for training integration

The integration of training within the KR project is guided by the following principles that ensure coherence with the project's values and adaptability to diverse local contexts. These principles act as the balancing pole for trainers walking the line: they provide orientation without fixing paths, ensuring that training remains open, reflexive, and responsive to diverse realities.

Lenses:	Processes:	Tactics:
Intersectional, decolonial and child-centred	Co-formation rather than transmission	Flexibility, adaptability and narrative
Challenge Eurocentric, adult-centric perspectives and promote child-led agency . Recognize how gender, race, class, migration status, age... intersect in shaping children's experiences. Value local knowledge and practices as much as academic expertise.	Favour dialogical approaches where trainers and participants exchange and build knowledge together. Address power asymmetries (e.g. language barriers, cultural hierarchies) in the training process. Foster knowledge co-construction , creativity and experimentation.	Adopt a rhizomatic approach : non-linear, evolving and context-specific. Allow for local adaptation in delivery modes (face-to-face, blended, digital). Create spaces for sharing, producing and transforming collective stories/histories .

Figure 2. Principles for training integration

3. Who are we "training"? Recommended environments for training development

Based on cooperation between beneficiaries and associated partners, training will be implemented in at least **five environments**:

1. **Universities and teacher training institutes** (educational bodies that can integrate the project's findings and methodologies into the curricula and practices, pre-service level).
2. **Schools and childcare centres** (in-service level: childhood, primary and secondary education).
3. **Community-based organizations, NGOs and other associates** (grassroots child support).
4. **Policy and local government units** (policymakers that can advocate for policies and support initiatives inspired by the project's research).
5. **Transnational exchange platforms** (digital hubs for cross-country sharing).

4. Co-construction process for the training tool

The development of a practical tool, in the form of a **reflective tool**, is the main outcome of these guidelines. In line with the *K Reporters* approach, rather than being conceived as a static product, the tool is intended as a **living resource** that will grow through collective use and reflection. Its value lies in guiding but, above all, encouraging to question trainer's own positionalities, practices, and assumptions. For this reason, the tool will be co-constructed and improved across the consortium, ensuring that it reflects the diverse cultural, institutional, and social contexts in which trainings are implemented.

This process makes the tool a **collective product** of the consortium, consistent with the project's principles of **reflexivity and co-formation**. The KR team will co-construct and refine it through the following steps:

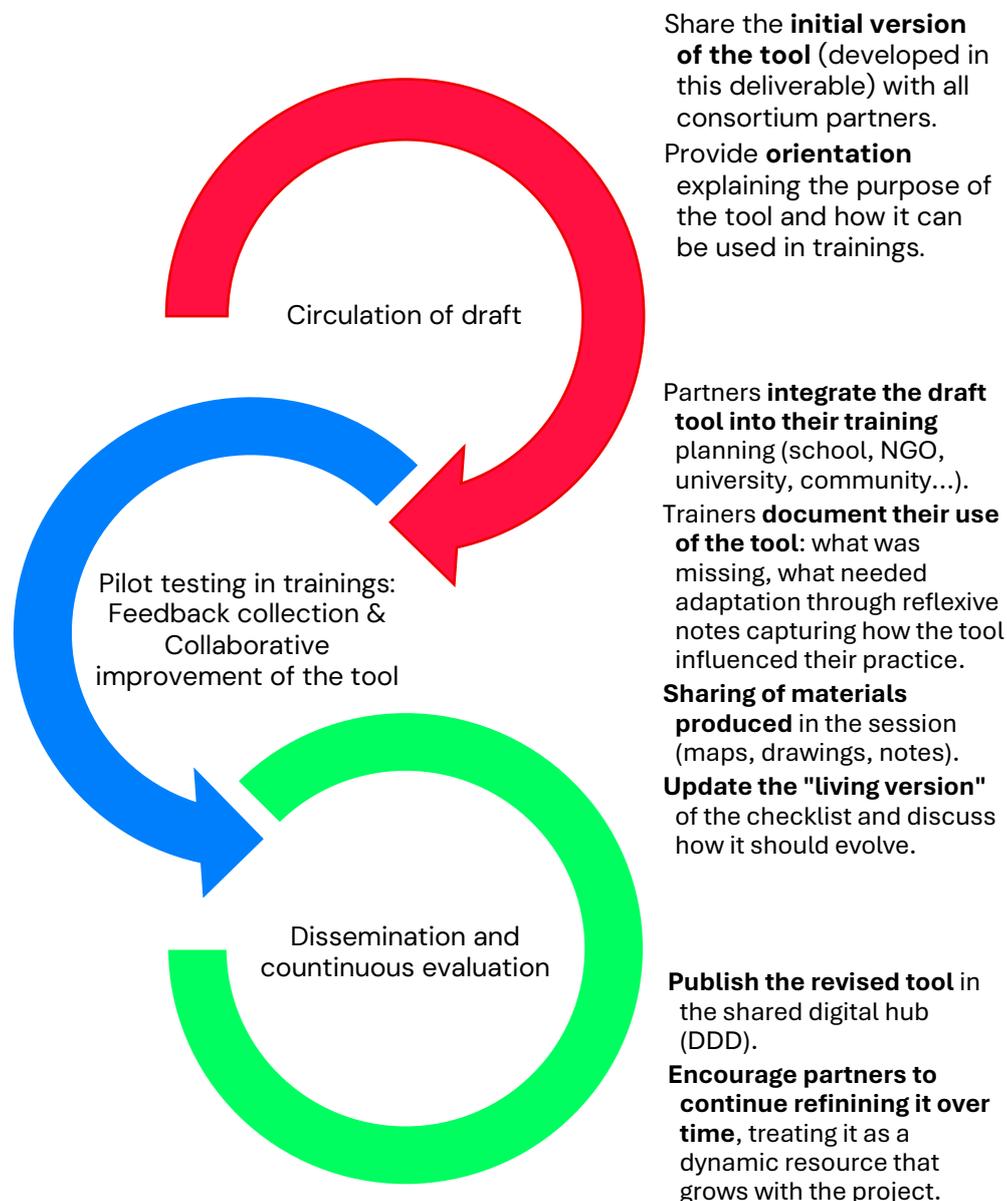


Figure 3.
Implementation phases

5. *Walking the line*: A reflexive tool for trainings

As said, this tool is conceived as a living resource that acknowledges the rhizomatic nature of training processes which evolve differently depending on the environment and its participants. Its design **proposes stages, principles, and self-reflection questions** to orient trainers to practice reflexivity, questioning their own positions and assumptions as they “walk the line” between theory and practice.

Reciprocity is equally important: outcomes should benefit communities and participants as much as they serve the aims of the KR project. In this regard, the sharing of practices, stories, artefacts, techniques... can help us to weave together diverse perspectives.

Stage 1. Preparing the ground: Contextual awareness and positionality.

In which environment will this training take place (school, NGO, university, community, digital)? How should this be managed (actors, power dynamics, vulnerabilities, opportunities)? What delivery mode (digital, blended, face-to-face) is best suited to this context?

Which privileges, assumptions, or blind spots shape my stance as a trainer?

What motivates me to engage in this training?

How can I ensure inclusivity of language, accessibility, and cultural references?

How do I bring an intersectional, decolonial and child-centred lens into my preparation?

What perspectives do I include/share?

Do I proactively embed local perspectives?

...

Stage 2. Entering the line: Building relational trust.

How do we introduce ourselves in ways that flatten hierarchies between trainers, participants, and children?

What activity can I use to establish trust and inter-knowledge (introductions, mapping expectations)?

Which inter-knowledge activities (ice-breakers, mapping, storytelling) can set the tone for co-formation?

What shared rules of participation ensure equity of voice? What agreements can we set to ensure equal participation (e.g. speaking order, respect, recognition of power)?

How do I ensure that the dynamics of the training doesn't reproduce hierarchies?

What strategies can I use to deal with (own or other) discomforts that can emerge through the process?

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Stage 3. Balancing concepts: Shared exploration of knowledge.

How do I introduce KR's core ideas (intersectionality, decoloniality, non-adult centrism...) in a way that resonates here / in ways connected to the local lived realities?

How do I avoid turning concepts into abstractions detached from participants' experiences?

Which stories, examples, or local cases from the local context can anchor the discussion?

How do I invite participants to reflect critically in KR's main ideas?

What limits do I have in my own understanding, and how do I remain open to learning from others?

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Stage 4. Walking together: Participatory creation.

Which participatory tools (mapping, body mapping, artistic expression, reflexive cartography...) best serve this group?

How do "participants" contribute equally in generating knowledge? How can we include everyone meaningfully?

What adaptations are needed so that activities remain inclusive and meaningful?

What questions can I ask that keep discussions open rather than steering them toward fixed answers?

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Stage 5. Pausing for reflexivity: Collective and individual reflection.

How do we invite participants to connect concepts to their professional or community practices? What could they change in their approach? What new strategies could they try in their environment?

What did I learn about my own stance, assumptions, and practices during this session?

What new insights emerged from others' contributions?

How can we collectively summarize the key learnings of this session (debrief, anonymous notes)?

How has my understanding of my own positionality shifted through this process?

What pedagogical practices do I need to unlearn or transform?

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Stage 6. Documenting, sharing and iterating the walk.

How can I document outcomes (maps, diaries, photos, drawings, audio, evaluations) in ways that respect everyone's voices and agency?

What can be shared locally to benefit communities, and what should be uploaded to the consortium and beyond for collective learning?

How do we ensure reciprocity –participants benefiting from what is said and what is documented?

What worked, what did not, and why? What challenges or adjustments need to be noted to improve future trainings?

How should materials and trainings evolve in response to the feedback received?

How do I collaborate with other trainers to transform documentation into shared learning and co-develop stronger versions of the training?