

Sarcinelli A., Pastori G., Pagani V. « Children's views on inclusion. The ISOTIS international participatory research with and for children ». In 1st International Conference of the Journal «Scuola Democratica»-Education and Post-Democracy, 2019, Cagliari, Italy.

Set within the EU-funded project *Inclusive Education and Social Support to Tackle Inequalities in Society* (<http://www.isotis.org/>), the international participatory research 'Feel good: Children's view on inclusion' (lead by the authors of this paper) was conducted in preschool and primary schools characterized by strong cultural differences and social inequalities of five European countries in 2018-2019.

We elicited children's views and proposals to foster inclusion in their school context, some of them implemented to allow children to live a consistent experience of democratic life (Welty and Lundy 2013) and to become knowledgeable, responsible and active citizens in their communities (UN - CRC 1989).

Our theoretical framework relies on Anthropology and Sociology of Childhood (Sarcinelli 2015; Corsaro 1997), Socio-Constructivist Early Childhood Pedagogy (Clark & Moss 2001) and Student's voice (Pastori, Pagani 2016; Cook-Sather & Grion 2013; Fielding 2012). A main pillar was the threefold definition of education *about*, *for* and *through* democracy (Gollob et. al. 2010).

We adopted a multi-method and participatory methodology set within a phenomenological paradigm (Denzin & Lincoln 2015). Dealing with delicate issues, critical reflectivity was dedicated to balance children's right to participate with the need to ensure a worthwhile and well-being experience, shifting from a «research *on* children» to a «research *with* and *for* them» (Mayall 2003; Mortari 2009).

Accordingly, children were involved in the research process as co-researchers; their experiences were not directly under focus to avoid intrusive or tough questions; <different research methods and techniques were used to meet the need of triangulation and to recognize children's many languages (Edwards, Gandini & Forman 1998).

Key points will refer to children's viewpoints and proposals and to methodological and ethical challenges. Impacts regarded children's proposals and professional development side effects on teachers.

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