



**Learning Partnerships on the subject  
“Migrants’ participation in cultural activities”**

**ITALY**

**Report of activities**

*March 2015*



## Introduction

In Italy the Learning Partnerships have been organized by Eccom in partnerships with cultural institutions (namely museums) and took place in Rome and in Milan between November 2014 and February 2015.

The choice of realising them in two different cities was linked to the need of involving not only the largest possible number of cultural professionals together with professionals from other sectors but also to open up the participation to people coming from different geographical areas of Italy.

This report describes the structure of the two events, their goals and their achievements.



Learning Partnerships in on the subject

## **"Migrants' participation in cultural activities"**

Rome, Museo Civico di Zoologia and Museo Nazionale Preistorico Etnografico "L. Pigorini"

10, 17, 24 November/1 December 2014

### **Venues, partners and participants**

The learning partnerships were articulated in four meetings of eight hours each. They took place at the **City Museum of Zoology** and the **"Luigi Pigorini" National Prehistoric Ethnographic Museum**, which provided the venues for the meetings and three museum professionals who are well known experts on the subject of migrants' cultural participation (Elisabetta Falchetti, Rosa Anna Di Lella, Vito Lattanzi).

The two Museums have been chosen because of their previous experiences in working with migrants communities and taking part in European projects addressing the issue of migrants' cultural participation (such as "DIAMOND – Dialoguing Museums for a new Cultural Democracy" and "READ ME - Réseau européen des Associations de Diasporas & Musées d'Ethnographie", which have been analysed during the meetings as case studies).

The four meetings have seen the active participation of **26 professionals** coming from a range of cultural, social, educational and political institutions, who work *with* and *for* migrants.

### **The programme and structure of the meetings**

Each meeting has seen the interventions of experts (Cristina Da Milano, Rosa Anna Di Lella, Elisabetta Falchetti e Vito Lattanzi) who presented key issues and themes in order to foster discussion among participants, to explore practical and operational aspects, strengths and weaknesses of initiatives, projects and ways of working, and to reframe collectively the issues emerged.

The structure of the meetings mirrored the objectives of the participants: a) to deepen the knowledge of the socio-cultural aspects which can become barriers to as well as resources for migrants' cultural participation; b) to provide models, examples of good and bad practices; c) to identify and build the competences needed to foster intercultural dialogue; d) to plan and implement partnerships, co-operation and synergies among different institutions/organizations; e) to provide participants with guidelines to find their way in the European legislative framework through the knowledge of documents, conventions and programmes addressing social equality and inclusion.

The last meeting was devoted to the implementation of practical workshops about planning intercultural activities and identifying possible strategies to implement them.

All participants received a CD-Rom containing documentation and bibliographical references.

The main topics discussed during the meetings have been: "Cultural diversity: barrier or contact zone?"; "Building interculture", "Policy models and case studies", "Strategies".



## Cultural diversity: barrier or contact zone?

The theme was chosen considering the following participants' needs:

- a) to be aware of how cultures can be different, notwithstanding a common biological basis;
- b) to investigate the adaptive and socio-relational value that different cultures have in their own contexts;
- c) to analyse the common elements which can help overcoming communication barriers and isolation;
- d) to recognize and encourage different cultures, languages and experiences;
- e) to be aware of the continuous and ongoing integrations, exchanges and hybridisations taking place among human beings, and of the difficulties in identifying a "pure" culture;
- f) to analyse their own attitudes towards cultural diversity;
- g) to practise intercultural dialogue.

These issues were tackled starting from a theoretical biological and anthropological approach, followed by the analysis of international and European documents/conventions promoting intercultural dialogue and cultural diversity (*Declaration of Human Rights; Declaration on cultural diversity; Faro Convention; White paper on intercultural dialogue*).

The discussion among participants focussed on the following issues:

- Biological definition of culture; anthropological definition of culture: from cultures considered as "roots" to cultures conceived as "routes";
- The key role of cultural values in the survival of mankind, the development of creativity, competences, quality of life, identity and sense of belonging;
- Conservative and innovative features of culture; importance of exchanges within the family, the group and the institutions, which tend to crystallize cultures and to prevent them from changing/evolving;
- Features allowing changes and the development of new cultural behaviours (age, social position, motivation, etc.);
- Differences in terms of individual behaviour and attitudes, of socio-economic aspects and languages influence quite heavily all processes of transmission, exchange, communication;
- Some cultural practices are universally shared, such as the arts (visual art, music, dance, theatre): they can be used to favour encounters among different cultures;
- Personal and social negative attitudes towards dialogue and communication have been experienced quite often by all participants: how can we deal with them? How can education influence/change these attitudes? The relationship with diversity could be considered as "encounters of worlds" in a vision which has been theorized by the so-called "biology of love", i.e. the will to appreciate what is different from ourselves ( F. Varela and H. Maturana, *The tree of Knowledge*).



## Building “interculture”

This session started by analysing the issue of migrations in the past and present, the causes and motivations behind the decision of human beings to migrate (socio-economic reasons, wars, natural disasters, etc.).

Migrating implies leaving behind habits, certainties, families and home, confronting oneself with a new culture, a new language, different traditions, and – quite often – losing one’s own social status.

What happens when cultures meet?

- Participants analysed models of cultural diversity management, and in particular the intercultural model;

- Which processes, actions and behaviours do we need to move from “interculture” to intercultural dialogue?

- Which (new) competences do we need to work with the intercultural model?

Participants shared this definition of intercultural competence: “The ability of interacting effectively and in an appropriate manner in intercultural circumstances; it is fostered by specific attitudes and emotional behaviours, as well as by intercultural abilities and ways of thinking”;

- Participants created their own tree of competences (roots, trunk, branches and leaves, see fig. 1), identifying the cognitive, emotional and communication elements which help develop such competences. Special importance has been given to the emotional ones, such as empathy, flexibility, tolerance and respect.

## Policy models and case studies

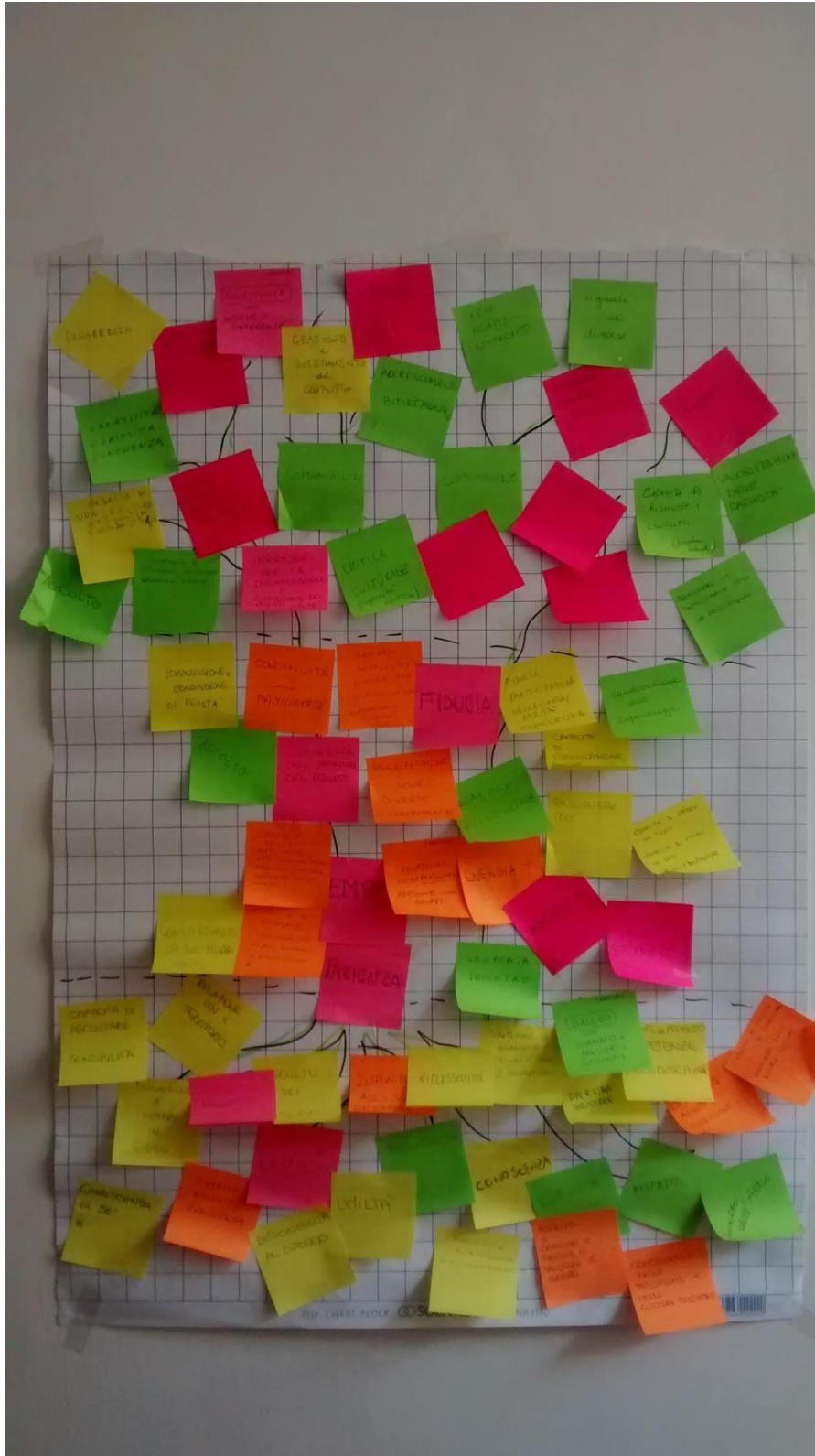
Several experiences and pioneer projects have been presented during the four meetings:

**Yves Legal**, in charge of cultural activities at the “Civico Zero” refugees centre, supported by Save the Children, underlined the role of cultural activities in involving young boys facing difficult personal and social situations. The examples of Mohamed Keita (refugee who came from Mali) and Morteza Kalequi (from Afghanistan), who exhibited their photos and videos in contemporary art museums in Rome, show how social integration and personal fulfillment can be achieved through participation in cultural activities. Yves Legal also underlined the fact that cultural needs are often ignored in certain contexts;

**Dimitri Evangelios**, a young Greek immigrant, shared with participants the difficulties he met when he arrived in Rome, but also the opportunities which arose from diversity and from learning *with* and *about* new cultures;

**Elisabetta Furlan**, who teaches in a adult education center, presented a very powerful experience based on the idea of welcoming migrants by creating a neutral space; empowering human relationships; making use of the discovery teaching method; stimulating creativity;

Fig. The "Tree of Competences"





**Vito Lattanzi**, in charge of the Education Department of Museo "Pigorini", shared with participants his experience in many EU-funded projects addressing the issue of diaspora. He also underlined the problems the Museum had in working with migrants associations, which are too many, and in most cases not really representative of migrants' reality. Furthermore, the Ministry of Culture never accepted their request of being represented within the Museum. The failure of these initiatives was due in his opinion to the fact that an inclusive cultural policy was considered as "extra-ordinary", and was not sustainable in the medium-long term;

**Simona Bodo**, researcher, after having presented the prevailing policy models for migrants' cultural participation, underlined how all of them are based on the "separation" between "native" audiences and "new citizens": what is really missing from our cultural institutions is a *cross-cultural* audience, not segmented on the basis of ethnic identity. For institutions to carry out intercultural work effectively, there are some key prerequisites, such as conceiving heritage as "process" rather than "substance", and focusing not only on content/excellence/expertise, but also on interaction and shared meaning-making: projects such as "TAM TAM" (Museum of Peoples and Cultures – PIME, Milan) and "Brera: another story" (Brera National Picture Gallery, Milan) are ground-breaking examples of this work;

**Gabriella Sanna**, in charge of the Intercultural Service of the Public Libraries of Rome, gave a presentation on the story of the Service, which was born as a social service within the cultural sector. A project promoted by the Public Libraries of Rome aimed at creating an Intercultural House is currently under way;

**Fabiana Musicco**, consultant of the Ministry of Labour, presented the *Portale dell'Immigrazione del Ministero del Lavoro* (portal of the Ministry dedicated to Migrations), which contains a section dedicated to various services, included cultural ones. Furthermore, she informed participants that the Ministry has realised a mapping of about 2000 migrants associations;

**Leonardo Guarnieri** of Coopculture, presented the project "*La cultura dell'accoglienza, l'accoglienza della cultura*", which was a pioneer project based on the idea of inviting migrants to better know ancient Roman culture. The main strength of the project was the inter-relation among Italian and foreign visitors, while its main weakness was the lack of continuity. During the years, Coopculture has also invested resources in training its operators, providing them with intercultural competences;

**Giorgio De Finiis**, anthropologist, film director and artist, presented the *MAAM-Museo dell'Altro e dell'Altrove*, a contemporary art museum situated in an old meat factory, now occupied by illegal migrants, where many contemporary artists work together with the inhabitants. The project emphasizes the role of contemporary art in social inclusion processes.



## Strategies

During the discussion about the strategies to be adopted in order to promote effective activities addressed to migrants, these issues emerged:

- The importance of emotional intelligence/competence;
- The sharing of values and emotions among human beings, which overcomes cultural diversity;
- The importance of the biological basis of social life, which implies care, solidarity and acceptance of diversity;
- The role of language and of its conceptual structures in creating separation and barriers and the need for linguistic mediation;
- The use of storytelling as a resource for intercultural communication, since it exists in all cultures and can be expressed in various artistic forms (theatre, dance, literature, music, visual arts). Accepting the different narrative forms is in itself a step forward towards interculture.
- The need for interaction and not only for integration, for trust and listening, for welcoming and attention;
- The provision of the same opportunities and invitations to all individuals, in order to overcome social and cultural barriers;
- The integration of educational competences with the cultural ones.

In terms of programming and implementing activities with migrants, some key issues have been identified by participants:

- to create a human relationship;
- to open up to diversity;
- to work with migrants and not for migrants;
- to make use of participative planning methods;
- to train staff (intercultural competences) and to open up positions for migrants within cultural organisations;
- to mainstream and institutionalize activities addressed to migrants;
- to include on a stable basis social activities within cultural institutions;
- to include migrants representatives within cultural institutions;
- to foster networking and partnerships among different sectors;
- to change the trans-missive communication models;
- to change the cultural offer.





## Programme

DATE AND PLACE	PROGRAMME	EXPERTS/OPERATORS INVOLVED
<p><b>Monday 3 November</b></p> <p><i>Venue:</i> Museo Civico di Zoologia</p>	<p>9.00 Welcome coffee 9.30-10.00</p> <ul style="list-style-type: none"> <li>• Presentation of the project (references, objectives and strategies)</li> <li>• Presentation of participants</li> </ul> <p><b>CULTURAL DIVERSITY: BARRIER OR CONTACT ZONE?</b></p> <p>10.00-12.00</p> <ul style="list-style-type: none"> <li>✓ Definition of the context through the analysis of institutional documents</li> </ul> <p>12.00-14.00</p> <ul style="list-style-type: none"> <li>✓ Cultural diversity: limits, values, opportunities</li> </ul> <p>14.00-15.00 Lunch break 15.00-17.00</p> <ul style="list-style-type: none"> <li>✓ Cultural diversity as contact zone</li> </ul>	<p><i>Cristina Da Milano</i> (ECCOM) <i>Simona Bodo</i> (Fondazione ISMU) <i>Elisabetta Falchetti</i> (Museo Civico di Zoologia) <i>Rosa Anna Di Lella</i> (Museo Pigorini)</p> <p>Experiences from the refugees centre Civic Zero, <b>Yves Legal and the boys of Civic Zero</b></p>
<p><b>Monday 17 November</b></p> <p><i>Venue:</i> Museo Civico di Zoologia</p>	<p>9.30 Welcome coffee</p> <p><b>BUILDING INTERCULTURE</b></p> <p>10.00-12.00</p> <ul style="list-style-type: none"> <li>✓ Definition of the context through the analysis of institutional documents</li> </ul> <p>12.00-14.00</p> <ul style="list-style-type: none"> <li>✓ Where can interculture be implemented (territory, institutional contexts, etc.)?</li> </ul> <p>14.00-15.00 Lunch 15.00-17.00</p> <ul style="list-style-type: none"> <li>✓ Opportunities and limits</li> </ul>	<p><i>Cristina Da Milano</i> (ECCOM) <i>Simona Bodo</i> (Fondazione ISMU) <i>Elisabetta Falchetti</i> (Museo Civico di Zoologia) <i>Vito Lattanzi</i> (Museo Pigorini)</p> <p>Experiences from the schools, <b>Elisabetta Furlan and Dimitri Evangelos</b></p>
<p><b>Monday 24 November</b></p> <p><i>Venue:</i> Museo Pigorini</p>	<p>9.30 Welcome coffee</p> <p><b>ANALYSIS OF POLICY MODELS AND PRESENTATION OF CASE STUDIES</b></p> <p>10.00-12.00</p> <ul style="list-style-type: none"> <li>✓ Discussion about the social role of culture starting from institutional documents</li> <li>✓ "Culturally specific" programming</li> </ul> <p>14.00-15.00 Lunch 15.00-17.00</p> <ul style="list-style-type: none"> <li>✓ Creation of neutral spaces</li> </ul>	<p><i>Cristina Da Milano</i> (ECCOM) <i>Simona Bodo</i> (Fondazione ISMU) <i>Elisabetta Falchetti</i> (Museo Civico di Zoologia) <i>Vito Lattanzi</i> (Museo Pigorini)</p> <p>Presentation of Caput Mundi project, <b>Giovanni Barni (CoopCulture)</b></p>
<p><b>Monday 1 December</b></p> <p><i>Venue:</i> Museo Pigorini</p>	<p>9.30 Welcome coffee</p> <p><b>STRATEGIES AND ACTIVITIES</b></p> <p>10.00-12.00</p> <ul style="list-style-type: none"> <li>✓ Lifelong learning in an intercultural context</li> </ul> <p>12.00-14.00</p> <ul style="list-style-type: none"> <li>✓ Methods of active involvement of audiences/visitors (es. storytelling)</li> </ul> <p>14.00-15.00 Lunch 15.00-17.00</p> <ul style="list-style-type: none"> <li>✓ Institutional partnerships</li> <li>✓ Intercultural planning (workshop)</li> </ul>	<p><i>Cristina Da Milano</i> (ECCOM) <i>Simona Bodo</i> (Fondazione ISMU) <i>Elisabetta Falchetti</i> (Museo Civico di Zoologia) <i>Vito Lattanzi</i> (Museo Pigorini)</p> <p>Presentation of MAAM, the Museum of Otherness and of the project Space Metropoliz, <b>Giorgio De Finis (MAAM)</b></p>



Learning Partnerships on the subject

## **“Migrant’s participation in cultural activities”**

Milan, Museum of Peoples and Cultures - PIME

19, 26 January / 2, 9 February 2015

### **Partners, venue and participants of the LPs**

Learning Partnerships in Milan were carried out in cooperation with the **Museum of Peoples and Cultures**, which hosted four meetings of seven hours each. The Museum was identified as a partner due to its track record in promoting cultural diversity and the participation of migrants in its activities and programmes; one of its most innovative projects, “TAM TAM – The Museum for All”, was included as a model case study both in the MCP research report on Italy and in the Learning Partnerships programme.

**22 participants** were involved in the training process: operators and professionals from museums (8), libraries (4), theatre companies (2), migrants’ associations (2), organisations providing education services in museums (5) and schools of Italian for adult migrants (1).

All meetings were facilitated and tutored by Simona Bodo and Silvia Mascheroni, external experts involved for their long-standing experience as both practitioners and researchers with a particular interest in the social agency of heritage institutions and their role in the promotion of intercultural dialogue.

### **The structure and strategies for the implementation of the LPs**

The **programme** (see below) focussed on a number of key issues (Themes 1-6), which were dealt with from a variety of perspectives/subthemes. The programme included both the presentations of professionals working in museums, libraries and theatres whose intercultural policies and practices are considered model case studies due to their innovation and transferability, and the ad hoc presentations of experts on specific issues, such as audience surveys, European funding and impact evaluation.

**At the end of each meeting**, the group was actively involved in a **feedback on the most significant “training outcomes”** (concepts, methodologies, tools: whether learned, clarified or consolidated), and on their implications in terms of planning and implementation (“from training outcomes to the project”).

All participants were provided with a CD with **bibliographic references and key documents/studies** at both international and national level, as well as with the slides of all presentations delivered throughout the LPs.

### **Theme 1: Institutional vision and policies**

The programme started by focussing on what may be considered as the ideal goal of cultural institutions (and, in the view of many participants, the most difficult to achieve), i.e. the **mainstreaming of cultural inclusion policies in the institutional mission**. The rationale behind the presentation of model case studies such as Teatro dell’Argine (Bologna) and Biblioteca Gallaratese (Milan), however, was to show how such a goal is not



exclusively within the reach of big and well-endowed institutions, but the **result of progression and gradual change**, starting with small pilot activities and evolving along the way, until it permeates the overall cultural policies of the institution.

Some key reflections arising from debate with and feedback from participants:

- **Continuity** as a crucial factor for projects promoting cultural access.
- The importance of triggering “chain reactions” (maximising the **generative potential** of each project/action) .
- The need to create, within the institution, **mechanisms/organisms for the awareness raising and constant update of all staff members**, including those who are not directly involved in the planning and implementation of intercultural projects (from management down to front-office).
- The importance of directly involving **policy makers** from the outset of the programmes/activities aimed at promoting the cultural participation of migrants.

## Theme 2: Which “migrants’ cultural participation”? Analysis of policy models and of participants’ needs

**Promoting the cultural participation of migrants can mean very different things**, depending not only on the strategies and tools employed, but also (and most significantly) on the goals underlying institutional policies and actions: is this participation about enhancing the “literacy” of immigrant individuals and groups in a country’s history, art and culture (which is often interpreted as filling “cultural deficits”), compensating their past misrepresentation in museums and other heritage institutions, promoting their cultural self-awareness through culturally-specific programming, or is it rather a bi-directional process which is dialogical and transformative on both sides (i.e. individuals belonging to “dominant” culture and immigrant communities), and in which all are equal participants? The theme was explored by involving participants in a reflection on the different approaches and practices available, depending on the institution’s goals and the expected outcomes.

Another session was devoted to the strategies and tools for analysing the needs and expectations of (migrant) audiences. The matrix presented by expert Alessandra Gariboldi (Fitzcarraldo Foundation) helped participants address a key issue with reference to their respective institutions: are museums, libraries, theatres conceived as a “**mirror**” to reflect society, or as a “**hammer**” to change it?

Some key reflections arising from debate with and feedback from participants:

- The **difficulty to go beyond policies targeting individuals and groups according to their racial origin and ethnicity**, to shed the “us/them” dualism, to build policies for access development and participation addressed to cross-cultural audience. In many cases, even where interaction between different groups is encouraged, the main aim is to promote mutual knowledge and respect, rather than to initiate new knowledge systems, relationships, interpretive communities.



- Some participants observed how «**the intercultural perspective is crucial to solve this problem**: the museum, library or theatre are not necessarily working with “communities”, but with individuals and their own personal biography».
- **From intercultural dialogue as a “goal” to intercultural dialogue as a “process”**: intercultural work is not exclusively a matter of knowledge (the “other” as an object of knowledge, “cultures” as static and self-contained organisms): «and even if it were, how much knowledge do I have to develop to become “intercultural”? You cannot become an anthropologist, psychologist, educationalist in the same life. It is not only a matter of understanding or knowing. **The essence of intercultural is first and foremost about attitudes, competencies and behaviours**».
- The importance of **learning from practices developed in other institutional contexts** (e.g. theatre storytelling techniques for the mediation of museum collections).
- Cultural institutions should be ready to address **changing and sometimes conflicting migratory flows** (e.g. first/second generations, causes of migration, racism between immigrants, ethnic hate etc.) when identifying objectives, strategies and tools. And even then, **figures alone are not enough**: «there are those who want to leave, and those who want to stay; those who are willing to share their story, and those who would rather be silent...». **Nor are the many migrant associations claiming to “represent” their respective communities** and their needs.
- The **risk of confusing primary needs with “induced” needs** was frequently evoked throughout the learning partnership. Many so-called “intercultural” projects turned out to be rather problematic due not only to a lack of consistent outreach policies and limited direct involvement of participants but, in some cases, to a patronising, top-down attitude.

### Theme 3: Inter-institutional partnerships

To start with, **why looking for inter-institutional partnerships?** While the advantages and generative potential of tapping into a diverse range of expertise and competencies are quite evident, there are some key aspects to be carefully taken in consideration, if the partnership is to work effectively:

- mutual recognition and respect of each institution’s specificities (roles, functions, competencies...);
- an ongoing and collaborative mediation between professionals representing different institutional contexts and addressing different individual (and collective) needs;
- the willingness to question one’s own “routine work” to embrace other perspectives, solve conflicts, integrate in a coherent whole the different knowledge systems, competencies and strategies of all partners.



A **matrix of responsibilities template** was presented during the first meeting, to help participants reflect on who does what and how, as well as to avoid misunderstandings and an inappropriate use of resources.

Some key reflections arising from debate with and feedback from participants:

- The **need for all partners to “embed” the project at an institutional level**, which turned out to be a major weakness in many LPs’ participants previous experiences.
- **Developing partnerships that work:** «to choose one’s own partners accurately, to start from small pilot projects so as to “test” mutual trust and level of expertise, to create constant opportunities for exchange, to organise shared self-training opportunities».
- **To work for / with a common and shared language:** «In the long run, working in partnership with other institutional contexts leads to the creation of a common language and helps avoiding the risks of a self-referential perspective. More than a competence, also **working in partnership is a matter of attitude**, and cannot be learned in a coaching training course of eight hours».

#### Theme 4: Resources

Although a specific focus was placed on European funding opportunities for projects promoting the cultural participation of migrants (with the involvement of Margherita Sani, Institute of Cultural Heritage of Emilia-Romagna Region, leading partner of several projects funded in the framework of the Lifelong Learning Programme), the issue of resources (both financial and human) was addressed throughout the whole course.

Some key reflections arising from debate with and feedback from participants:

- Is it possible to turn a good, “circumscribed” project into **ordinary practice** when the money runs out?
- The monetary **value of time in the planning phase** has never been so important, «when the work done “backstage” is increasingly exchanged for “enthusiasm” or goodwill», and should be considered as a budget item at all effects. «Ideas taking shape, brainstorming, exchange of views: all this requires time. But who pays for it?»
- Still about the issue of time: the cultural inclusion and participation of migrants is built on real relationships, which requires a **medium-to-long-term perspective and commitment**.
- As far as human resources are concerned, the staff of cultural institutions should reflect multicultural society (see the example of museum mediators with a migrant background – presentation by Rosana Gornati –, involved not as mere “guides” for their respective communities, but as “new interpreters” to all effects of a museum’s heritage).
- More in general, a stocktaking exercise is crucial to have a clear view of the human resources available, by identifying and tapping into **external expertise** where needed.



## Theme 5: The active involvement of migrant audiences

Before even starting to consider the strategies and tools to involve migrants (as well as other audiences) not only as “users” but also as cultural producers, creators and decision-makers, there are some crucial “**awarenesses**” cultural institutions should develop and subscribe to (arising from debate with and feedback from participants):

- Heritage (both tangible and intangible) is not “dumbed down”, but on the contrary “enriched”, by being experienced and made sense of by individuals from different perspectives; in other words, heritage should not only be safeguarded and transmitted, but also constantly questioned and rediscovered by individuals who breathe new life into it.
- The individual and community (and no longer exclusively scholars) gain a new role in the definition of what may be valued as “heritage”, with reference not only to the notion of excellence, but also to individual and collective knowledge systems, feelings and life experiences.
- Some key words: *group* (e.g. “theatre is made together”), *expression* (theatres, museums, libraries provide individuals with an opportunity to express themselves, to do/say things that they would not do/say in other contexts), *exchange practices*.

The issue of participatory planning was discussed with expert Alessandra Gariboldi. As was the case with policy models (which migrants’ cultural participation?), cultural institutions should be fully aware of the strategic and methodological choices they make with regard to the active involvement of target audiences. The following options were explored:

- **mediation** (goal: to increase cultural access and the quality of cultural experience), **engagement** (goal: to promote a more active participation of target audiences), **involvement** (goal: to involve target audiences in the planning of cultural activities), **outreach**?
- **consultation, cooperation** (a relationship where real reciprocity is fostered between the cultural institution and its diverse audiences, by bringing into dialogue their different perspectives, experiences and knowledge bases, and providing everyone with genuine opportunities for self-representation and collaborative meaning-making), **empowerment** (i.e. to promote full autonomy of participants in creative and decision-making processes)?

Two specific strategies were explored in greater detail, i.e. the **creation of “cultural products”** (e.g. the videos produced by young students with a migrant background in the framework of Fondazione Sandretto Re Rebaudengo’s intercultural projects; the narrative trails developed by young citizens, both native and with a migrant background, in the framework of the project “A piece about us”, promoted by a network of cultural institutions and associations in Turin) and the **use of storytelling techniques** (e.g. intercultural projects of the Museum of Archaeology and Natural History of Montebelluna).

Some key reflections arising from debate with and feedback from participants:

- The active involvement of participants, especially in the case of collaborative and empowerment practices (see above), requires an actual (and not only rhetorical)



willingness of cultural institutions to share at least in part their authority in decision making, interpretation and creative processes.

- For effective participation and collaboration to take place, it is necessary to clarify from the outset what are the respective roles and responsibilities of all parties involved, e.g. through a “training-planning agreement”.

## Theme 6: Impact evaluation

The issue of impact evaluation was addressed in the final stage of the LPs, with an overview of the different typologies of impact which cultural institutions may want to focus on:

- **Economic impacts** (direct, indirect, induced).
- **Social impacts** (individual, societal, intrinsic, instrumental), with a particular focus on the Generic Social Outcomes and Generic Learning Outcomes developed by the Museums, Libraries and Archives Council (UK).
- A new perspective: SROI - **Social return on investment**.

Some key reflections arising from debate with and feedback from participants:

- Impact evaluation requires professional expertise which is very seldom available within cultural institutions.

## Final feedback from the group

At the end of the LPs, participants were invited to bring with them “something” (whether an object, a picture, a drawing, a word or a sentence ...) which in their view reflected the meaning and impact of the four days spent together.

Alongside the issues emerged in the feedback sessions at the end of each day, here are some of the concepts, key words and outcomes shared by the group in this final session:

- A new awareness of the nature and implications of integration processes.
- An enhanced knowledge and understanding of best practices in planning and implementing intercultural projects.
- «One audience made of different people» (i.e. the importance not to segregate audiences according to their ethnicity, but rather to address a diverse audience in which all are equal participants).
- Cultural inclusion and participation of migrants is built on concrete relationships, based on dialogue, reciprocity and the ability to listen.
- Key words: care, respect, sensitivity, welcoming attitude, dignity.
- The importance of shared practices, the ability to connect; «no one grows up alone”.
- «Self-confidence in one’s own work: to work with migrants by focussing not only on contents/knowledge, but also, and most importantly, on the development of relational competencies and attitudes, is possible, and this was confirmed by the many model case studies we learned about»
- The awareness that «passion is not enough, we need to develop a professional expertise on issues such as the analysis of migrants’ cultural needs and



expectations, strategies for involvement (e.g. the issue of diaspora associations' representativeness), participatory planning, impact evaluation».

### **An operational outcome**

One of the needs strongly arising from the LPs in Milan was to have an opportunity to keep on working together as an inter-institutional group with a view to developing joint projects.

The group has already met twice (Biblioteca Sormani, one of the most important libraries in Milan, hosted the meetings, once again facilitated by the LPs tutors Simona Bodo and Silvia Mascheroni), and is currently working at the idea of a training course on the mediation of heritage sites, institutions and professions for young citizens of migrant background (the so-called "G2 – second generations).



## Programme

DATE AND PLACE	PROGRAMME	EXPERTS/OPERATORS INVOLVED
<p><b>Monday 19 January</b></p> <p><i>Venue: Museum of Peoples and Cultures - PIME</i></p>	<p>9.30-10.30</p> <ul style="list-style-type: none"> <li>• Presentation of the "Brokering Migrants' Cultural Participation" project and Learning Partnerships</li> <li>• Presentation of participants</li> </ul> <p><b>WHICH "CULTURAL PARTICIPATION OF MIGRANTS"?</b></p> <p>10.30-13.00 <u>Institutional vision and policies</u> with presentations by Clara Manella (Gallery of Modern and Contemporary Art, Bergamo), Nicola Bonazzi (Teatro dell'Argine, Bologna) and Laura Ricchina (Biblioteca Gallaratese, Milan)</p> <p>13.00-14.00 lunch</p> <p>14.00-15.30 <u>Policy models</u> (Simona Bodo)</p> <ul style="list-style-type: none"> <li>✓ "Integration" of new citizens within mainstream culture</li> <li>✓ Culturally specific programming</li> <li>✓ Building "third spaces"</li> </ul> <p>15.30-17.00 <u>Why planning together?</u> (Simona Bodo and Silvia Mascheroni)</p>	<p><i>Simona Bodo and Silvia Mascheroni (tutors)</i></p> <p>Experts and operators involved: <i>Clara Manella, Nicola Bonazzi, Laura Ricchina</i></p>
<p><b>Monday 26 January</b></p> <p><i>Venue: Museum of Peoples and Cultures - PIME</i></p>	<p><b>INTER-ISTITUTIONAL PARTNERSHIPS: TOOLBOX</b></p> <p>10.00-11.30 <u>Strategies and practices for analysing the cultural needs and expectations of "new citizens"</u> (Alessandra Gariboldi)</p> <p>11.30-13.00 <u>Building projects together: identifying shared objectives and expected outcomes</u> with presentations by Emanuela Daffra (Brera Picture Gallery, Milan) and Milena Sozzi ("Tommaso Grossi" elementary and secondary school, Milan); Paola Rampoldi (Museum of Peoples and Cultures - PIME, Milan) and Laura Ricchina (Biblioteca Gallaratese, Milan).</p> <p>13.00-14.00 lunch</p> <p>14.00-15.30 <u>Planning in dialogue with the local context</u> with presentations by Vito Lattanzi ("Pigorini" Ethnographic Museum, Rome), Silvia Briozzo ("Il Porto" theatre company, Dalmine)</p> <p>15.30-17.00 Feedback from participants and discussion</p>	<p><i>Simona Bodo and Silvia Mascheroni (tutors)</i></p> <p>Experts and operators involved: <i>Alessandra Gariboldi, Emanuela Daffra, Milena Sozzi, Paola Rampoldi, Laura Ricchina, Vito Lattanzi, Silvia Briozzo</i></p>
<p><b>Monday 2 February</b></p> <p><i>Venue: Museum of Peoples and Cultures - PIME</i></p>	<p><b>PROMOTING MIGRANTS' CULTURAL PARTICIPATION: SOME INSTRUCTIONS FOR USE</b></p> <p>10.00-11.30 <u>Tapping into European funding to promote migrants' cultural participation</u> (Margherita Sani, Institute of Cultural Heritage of the Emilia-Romagna Region)</p> <p>11.30-13.00 <u>Actively involving target audiences: from "consumption" to "creation"</u> with presentations by Francesca Togni (Sandretto Re Rebaudengo Foundation, Turin) and Gianluca De Serio (director and artist), Cecilia Cognigni (Libraries of Turin)</p> <p>13.00-14.00 lunch</p> <p>14.00-15.30 <u>Actively involving target audiences: storytelling</u> with presentations by Angela Trevisin (City Museum of Archaeology and Natural History, Montebelluna), Maria Grazia Panigada (expert in theatre storytelling techniques)</p>	<p><i>Simona Bodo and Silvia Mascheroni (tutors)</i></p> <p>Experts and operators involved: <i>Margherita Sani, Francesca Togni, Gianluca De Serio, Cecilia Cognigni, Angela Trevisin, Maria Grazia Panigada</i></p>



	applied to museum collections) 15.30-17.00 Feedback from participants and discussion	
<b>Monday 9 February</b>  <i>Venue: Museum of Peoples and Cultures - PIME</i>	<b>PROMOTING MIGRANTS' CULTURAL PARTICIPATION: SOME INSTRUCTIONS FOR USE (ctd.)</b> 10.00-11.30 <u>New "migrant" professions in cultural institutions</u> with presentations by Rosana Gornati (museum mediator involved in the intercultural projects of Brera Picture Gallery and the Museum of Peoples and Cultures, Milan), Albino Bignamini ("Pandemonium" theatre company, Bergamo) 11.30-13.00 <u>Actively involving target audiences: cooperative planning</u> (Alessandra Gariboldi) 13.00-14.00 lunch 14.00-15.30 <u>Impact evaluation</u> (Alessandra Gariboldi) 15.30-18.00 Feedback from participants and discussion	<i>Simona Bodo and Silvia Mascheroni (tutors)</i>  Experts and operators involved: <i>Rosana Gornati, Albino Bignamini, Alessandra Gariboldi</i>



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