

## DIVERSITY AS AN ASSET: THE CULTURAL APPROACH TO MIGRATION

Rome, 6th - 10th May 2019

Training course in co-operation with **Università di Roma Tre**, Dipartimento di Filosofia, Comunicazione e Spettacolo.

### Programme

➤ Monday, 6<sup>th</sup>, (9:30-13:00, 14:30-18:00)

Stefano Rota

#### **Welcoming participants**

Course and activities presentation

#### **Why cultural approach to migration? An introduction**

We'll see the role played by terms like subjectivity, identity, citizenship, norms and how these items interact in the definition of the cultural dimension of the refugee/asylum seeker subject, both at school and in any other context he/she finds him/herself acting.

Participants stories, previous experiences, description of participants operating context and specific issues to be addressed to the course, their expectation and training course goals setting.

➤ Tuesday morning, 7<sup>th</sup>, (09:30-13:00)

Stefano Rota

#### **“The whole school approach in the Integration process of migrants” - Interactive visit to CPIA I Roma (public school)**

The CPIA network is part of the public school and it's specifically oriented to foreign citizens, drop-outs, adults, workers. The large majority of its students is represented by refugees and asylum seekers. We'll take part actively to the classes.

➤ Tuesday afternoon, 7<sup>th</sup>, (15:30-18:30)

Stefano Rota – Federica Giardini (University Roma Tre)

The University department of Roma Tre as a workshop for elaborating updated knowledge, tools and operative strategies for a social, urban and cultural inclusive environment for migrants.

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- Wednesday morning, 8<sup>th</sup>, (10:00-13:00)

Stefano Rota, Ejaz Ahmad

**“The whole school approach in the Integration process of migrants” - Interactive visit to Asinitas informal school**

The informal schools for foreign citizens in Rome are grouped in a network named Rete Scuolemigranti; they play an absolutely major role in social and cultural inclusion of migrants, proposing Italian language teaching, together with many other social and cultural activities. Asinitas school represents one of the best examples of this holistic approach.

- Wednesday afternoon, 8<sup>th</sup>, (15:00-18:30)

Susanna Monello – National Secretary Co-ordination SCI-Italia (International Civil Service)

**Social inclusion through Active Citizenship. The experience of voluntary camps and “Tuttinclusi” programme**

Active citizenship is by all means an important practice to foster inclusion. The voluntary camps play a strategic role within it, as they allow the participants to face directly and with a high level of personal involvement situations, problems as well as viable solutions for different social diversities coexistences. Volunteering is conceived not as welfare replacement and services of support for individuals but as a form of active citizenship, of expression of individuals and community, an opportunity which has to be accessible to everyone. At the same time, activation, participation in collective life as a tool for social inclusion and empowerment: the case of TuttlInclusi, the program for the accompanied participation of young people at risk of marginalization within international voluntary projects, such as volunteering workcamps and youth exchanges.

In other words, it represents a method that can be replicated, in vary forms, in any context where differences in culture, level of social inclusion, working and studying opportunities, risk of marginalization occur.

- Thursday morning, 9<sup>th</sup>, (9:30 – 13:00)

Stefano Rota, Mahboob Kochi

**“The whole school approach in the Integration process of migrants”- Interactive visit to “Laboratorio53”, by La città dell’Utopia – social centre and informal school**

La città dell’Utopia is a cultural and social centre, operating in strict connection with the international civil service, where migrants study Italian, participate to self-help groups, face and reconstruct their personal stories and experiences, take part to theatre activities. It’s an excellent example of “whole school approach”, whose centre is always represented by the individual and his specificities.

- Thursday afternoon, 8<sup>th</sup>, (15:00-18:30)

Angela Barlotti – Psychologist

**A psychological reading of the migration track and educational scenarios**

The intervention will focus on the role played by some psychological processes within the migration track. The aim is to identify useful strategies in order to ease educational processes for a sound social and cultural inclusion of migrants.

Using an experiential methodology, with the active involvement of participants, we’ll deepen the psychological consequences of the trip, the importance to give a new sense to one’s life. These aspect will be analyzed and considered as a resource and a turning point for relational and educational strategies to make social and school integration viable.

➤ Friday, 10<sup>th</sup>, (10:30 -16:30)

Stefano Rota, Federica Giardini's master students

### **Reassembling the puzzle's pieces: collective report and operative "manifesto"**

What have we seen, learnt, appreciated during these days that could be transferred into your realities? We'll draw a report, highlighting the topics we consider more useful to be transformed in an operative proposal applicable to your schools and more generally speaking to the environment which you operate in.

The participants will receive a Certificate of Participation by University Roma Tre

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