



# Diversity as an asset: The cultural approach to migration

Training provided to the participants of the Erasmus+  
project

**“The whole school approach for integration of  
migrants”**

University of Roma Tre, Dipartimento di Filosofia, Comunicazione e  
Spettacolo

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# A PSYCHOLOGICAL READING OF THE MIGRATION TRACK AND EDUCATIONAL SCENARIOS

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# When the migration track (and when it ends)?

*«Migration is a process that begins well before moving from the country of origin and perhaps, once started, it never ends»*

Edelstein



# What happens in the mind of the migrant person?

- Eradication
- Strangeness

Pathological Outcomes



# Migratory Trauma

- Transculturation stress
- Social solitude
- Identity suffering



Migratory trauma is a **process** of continuous attribution of meaning to one's experiences, to the (unstable) world, to relationships and to oneself (identity).

*If the migrant is a foreigner, the "new world" is the foreigner of the migrant.*



# Suffering of Identity

Characteristics of identity:

- ☐ **Dynamic**
- ☐ **Interactive**
- ☐ **Active**

Identity is built up through **continuous processes** of **recognition and differentiation** from contexts of belonging.

The migrant is cut off from his usual context e and runs into an **identity suspension**

cultural fracture = identity fracture

- ☐ **Who Am I?**



# Strategies to heal the Identity suffering

(from TAlking Project)

- Closure

"I will never be like them"

- Hyper-adaptation

"To survive I have to become just like them "  
become just like them "

- Reformulation and multiplication of identity

"What can my new ways of being here be?"



# THE MIGRATORY TRAUMA IN THE CLASSROOM

- **Strangeness:** the others, the teacher, the topic, the setting
- **Critical evaluation of their one framework reference:** To find that idea to himself as competent is not satisfied in this new learning context
- **Fear, anger, guilt or shame, low self-esteem**

=> a decrease of learning motivation





*"The training needs of a migrant or asylum seeker are intertwined with their existential needs"*

(Knowles)

## Psychological needs in education:

- ☐ **Competence** (feeling able to act on the context by experiencing the feeling of self-control)
- ☐ **Autonomy** (possibility to decide what and how to do)
- ☐ **Relationship** (need to establish and maintain relationships)

## WHAT ARE THE TEACHERS TASK?

Support students in overcoming barriers that block the expression of their potential in the school context.



# Training in integration processes

*The educational relationship is a dynamic relationship between people that favors the acquisition of identity"*

Scaglioso

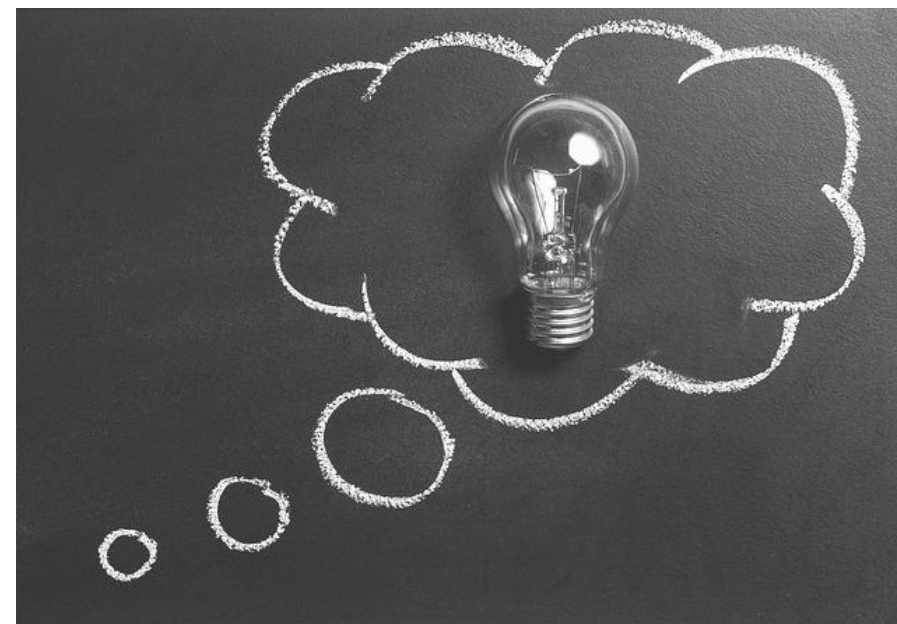
**The goal** of intercultural education is the strengthening of the individual self, through the enhancement of its potential

**Learning laboratory** for mutual knowledge, comparison and cohabitation.



# Some Strategies

1. **Create a predictable environment.**  
(Unexpected = trauma)
1. **Take care of the setting**  
(welcoming, reassuring, controllable)
1. **Treat the relationship**  
(support, respect, transparency)
1. **Know the students.**  
Who are the people in the classroom?  
what is the history of their migratory journey?  
What is their project at this point in their hour?  
What is their name?



*"I remember you" "You are important for me" "I recognize the fact  
that you have a story"*

# THE IMPORTANCE OF OUR HISTORY

- Telling your own story allows you to look at yourself from the outside.
- Memory allows us to construct a new representation of our present in relation to the past. By recovering that continuity of the self interrupted by the migratory trauma it is possible to project oneself towards the future.
- By telling his own story, the migrant can give a new meaning to his life and write a new story, a story in which he feels integrated with his new reality.



***"The formative encounter can also be seen as a meeting between different individualities carrying a story in which psychological and cultural elements are intertwined"***

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