



SPACES OF DIALOG
FOR PLACES OF DIGNITY:
Fostering the European
Dimension of Planning
11 - 14 July 2017 Lisbon



BOOK OF PROCEEDINGS



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In an uncertain world that is rapidly changing economically, socially and culturally, cities and territories have become the common ground for resilient breakthroughs in the policies and practices of planning and design.

These extreme times urge us to shift towards renewed actions in urban and less urbanised territories. Societal changes, disparities in population growth and incomes and consequential impacts on the sustainability of social services and labour markets, climate change and extreme natural events, complex social-economics trends, challenge us to debate and seek paths that lead to a progressive common future.

The planning and urban minded communities are invited to join efforts under the flag of the next congress topic – SPACES OF DIALOGUE FOR PLACES OF DIGNITY: Fostering the European Dimension of Planning.

A few of the ideas we may want to provide a platform for discussion include developing people's wellbeing, promoting integrated and flexible planning approaches, encouraging collective engagement in urban and environmental management, inclusiveness and multiculturalism.

From one of the most western cities in Europe we believe that we may address potential European urban futures and the need for opening effective dialogue and cooperation with other corners of the globe.

We look forward to welcoming you in Lisbon and engaging with you in discussing these challenges.

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these skills is highly stimulated by illustrative clarity. Teaching by means of discussions of case studies, experimental simulations, and on-site explorations is extremely demanding, confirming that teaching professionals require a certain practical background. This ensures that the concept of illustrative clarity and its teaching methods become a central aspect of learning and teaching spatial planning.

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ID 1468 | TEACHING-IN-THE-FIELD IN A “HUB” ACCOMODATING MIGRANTS IN TRANSIT IN MILAN. CHALLENGES AND OPPORTUNITIES FOR A “SOCIAL AND URBAN ANALYSIS” COURSE

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1 INTRODUCTION

The paper reflects on a teaching-in-the-field experience carried out in the context of the course of “Social and Urban Analysis” for students at the third year of bachelor in Planning at Politecnico di Milano. The course integrates the competences of two professors who are experts in urban sociology with a particular

attention to inequalities and welfare provision, and in urban planning with a particular attention to immigration issues and multi-ethnic contexts.

For this specific course, a collaboration was established with Fondazione Arca, a big third sector agency that assists homeless, drug addicted, vulnerable and deprived groups in Milan and in other cities.

Arca currently runs the main centre -called “hub”- destined to accommodate refugees and migrants in transit arriving at Milan’s Central Station, where they receive basic services like food, short term accommodation, medical advice, orientation towards other existing services. Arca started to work on this issue in October 2013, in a first instance intervening in more “emergential” ways inside the station, and then finding new spaces to offer more structured services. The hub was opened in May 2016 thanks also to the significant support of the Municipality of Milan. Other public, third sector and voluntary bodies contribute to deliver different services inside the hub. This centre has been able to integrate the work of different public and third sector actors, becoming a best practice of “welcoming” migrants in transit in Europe.

It is important to underline that, after more than twenty years of centre-right governments in the Municipality of Milan, including Mayors coming from the xenophobic North League party, in 2011 the election of Giuliano Pisapia supported by a centre-left coalition marked an important shift towards a less aggressive public debate on immigration and refugees (Marzorati and Quassoli, 2015). A particular role was played by the Sector in the Municipality dealing with “Social Policies, Welfare and Rights” and, in particular, by the Councillor in Charge for this Sector Pier Francesco Majorino who devoted a lot of attention both to issues arising in different neighbourhoods due to the presence of more established immigrant populations as well as to welcoming refugees and immigrants in transit (Majorino and Sarfatti, 2015). This position was basically confirmed after the recent election of the new Mayor Giuseppe Sala in 2016. Majorino was confirmed in his role, and the change in the construction of the public debate on “strangers” could be measured by the success of multi-ethnic and multicultural parade “Together without walls” held in Milan the 20th of May 2017, registering 100.000 participants.

The paper will unpack a series of issues that emerged during and after the teaching-in-the-field experience from the pedagogical, the social analysis and the planning theory’s sides. Globalization and the challenges of dealing with diversity had to be framed in a way that allowed critical thinking on the impacts on urban management of the arrival of a huge amount of people mainly “transiting” in a city without settling there. The specificities of knowledge and skills that students in planning can gain working in the field will be developed, focusing on how this teaching environment can contribute to train more responsible and aware future practitioners. Given the high vulnerability of groups involved in this project – people coming from different countries, most of them escaping from violence and war – a core reflection was related not only to opportunities and challenges for such a type of teaching experience, but also to ethical issues.

The paper is structured as follows: § 2 describes the more general framework of Polisocial, the public engagement program of Politecnico di Milano whose experts supported also the specific experience discussed here; § 3 introduces to the context of immigration in Milan with a particular focus on migrants in transit and refugees, and gives some information about the field where the teaching experience was developed; § 4 describes the didactic activity and its results, then some reflections on this experience are proposed in § 5.

2 TEACHING IN THE FIELD URBAN AND SOCIAL ANALYSIS

The course “Social and Urban Analysis” was framed in the context of Polisocial, the public engagement program of Politecnico di Milano supporting action-research and action-learning experiences, with the purpose of experimenting a new active role of the university within the civil society. Polisocial’s vision is grounded on the idea that universities should be leading institutions directly involved in addressing social changes, producing collective learning, and taking on new social responsibilities to refocus the “missing” link between the university and the city (Balducci, 2013). The perspective is to fill the gap and strengthen the connection between the university and territories, operating towards the reinforcement of an academic institution more and more able to serve communities, produce “usable knowledge” (Lindblom and Cohen, 1979) and face emerging social challenges. To reach this goal, Polisocial actively promotes and develops socially oriented teaching and research activities.

Concerning the educational practice, one of the initiative promoted by the programme is called “Teaching in-the-field”. This is an experimental programme aimed at fostering engagement with communities through a number of teaching activities where students and teachers work together with local partners, addressing challenges or problems the city/community is facing. The idea is to establish an interplay between teaching activity developed within the University and experience in the field, opening the perimeter of the classrooms and bringing students and teachers on the ground, involving them with the complexities of real-life situations and concrete issues, cooperating with social actors, questioning the social utility of teaching and research practice.

In this framework, “Teaching-in-the-field” proposals are innovative experiences of action/active-learning. Learning environments in which students, teachers and community partners work together, sharing ideas, producing knowledge and strategic thinking to contribute to the development of more just cities and equal societies. The process of design and implementation of teaching activities is characterized by an approach of co-design and co-sharing, in which all the parts are actively involved in a dialogue inside and outside the university, and they all contribute to the development of the collaborative process.

The design and development process of a teaching in-the-field project consist in different activities and operations, which can be described through the following stages: the first one entails a dialogue with civil society partners to align their requirements to the didactic work, aiming at matching the need of community to the educational goals of teaching practice. Teachers and partners try to understand how the didactic work can be useful for facing communities’ challenges, expectations and desires. In this stage, the brief of work is developed together in order to establish and share the purpose of the project work.

The second stage concerns the development of the teaching activity. External partners are actively involved as they have a leading role to make students understand specific topics, issues and local dynamics. Moments of interaction and discussion with community partners are planned, and they take place both inside the university and outside, in the field, by experimenting an innovative and open teaching approach intended as a “public” practice of mutual learning. Students, coordinated by teachers, should cultivate relationships in close contact with partners, using meetings and group work as tools of interplay, even beyond the time and the possibilities of classwork. Surveys, interviews, field visits, observation, involvement and participation in partners’ activities are important tools to interact with them. Working moments with community partners are constituent activities in the development process of a “live” teaching activity. This kind of interaction shapes firsthand collaborative abilities and new types of knowledge and perspectives. At the same time, it stimulates the development of green relational skills and new ways of approaching complex issues; in this perspective, conventional teaching methods and tools are called into question.

A third stage has to do with reporting the work and sharing the results with partners involved in the process. Students, guided by teachers, deliver the outcomes to the partners and involve them in a public moment of debate and presentation of the work. The public presentation is also intended as a reflective moment upon the entire process, to assess outcomes and activities in order to reflect upon the “lessons learned”. Teachers and students hand outputs over to the partners, giving special attention to the formats and the contents of the design work, making sure they can be accessible and reasonably usable by partners. Final outputs, indeed, have to be usable tools for community: for stimulating new visions for the future, supporting the daily action of partners, enhancing both their empowerment and awareness, and contributing to the progress of their projects and practices. They are tangible and intangible results, through which also the university learns how to generate and share usable knowledge, questioning its role in/for the city.

The setting-up of a teaching in-the-field proposal is always addressed by a set of principles, which guides both the contents of the teaching activity and the collaborative work with partners, underlining the social-engaged attitude of this teaching practice. These principles start from the idea we have to assume a “twofold responsibility” (Castelnuovo & Cognetti, 2013). For “responsibility” we intend the recognition of the role that one plays both as a practitioner and an individual in coping with others’ requests. In these terms, assuming a responsible behavior entails the development of a sense of social commitment and ethical intent which arise from the direct engagement with concrete real-life situations. The responsibility is twofold whereas is primarily tailored towards students and the academic community, and implies the thorough revision of forms and methods of education and research. Secondly, it is addressed towards civil society, presuming an important dimension of reciprocity and questioning the usability of academic

knowledge as well as the way in which it can be made more reachable and useful to face social challenges.

In this sense, the purpose of a live teaching context is to set up a learning environment in which teachers, students and community partners are committed in the enhancement of an innovative learning process, testing approaches and tools in a “live” teaching and learning perspective. This also means encouraging students and teachers to rethink the way we learn: sharing competences, exchanging knowledge and different kinds of know how (local and expert) to reach a common outcome (Castelnuovo & Cognetti, 2014). Through interaction and commitment, individual and collective abilities can be developed and tested on the ground, into reality; individuals can gain a new critical perception and awareness of the world where we all live and operate. These capabilities, developed within a situated learning practice, are complementary to the competences acquired in the traditional teaching practice, and become increasingly necessary to face complex and multiple social needs (Gronsky & Pigg, 2000).

Active learning environments instill the ethical value of public commitment and contribute to build a social environment, in which we are collectively involved in contributing to the co-production of public goods. Experimenting such a learning environment, new generations can be educated to develop a new ethic of responsibility and social commitment, being more aware and responsible citizens and practitioners in the future. In this perspective, city and communities are not just a field in which applying and experimenting competences, but primarily a complex environment within which university is an actor among others actors, increasingly engaged and attentive to urban, social and economic development.

3 THE CONTEXT

Italy is at the forefront of the migration flows of recent years. It is clear that we are facing an epochal phenomenon. The resident foreign population reached 5.026.153 thanks to new regular entries, births and asylum seekers (Idos, 2016). The closure of many internal borders and the agreements with Turkey turned the Central Mediterranean the main route to access Europe, though dangerous and costly in terms of human lives for those who run away from wars and fierce dictatorships. In addition, for the same reasons Italy has been transformed from a “transit land”, a “land of permanence”, a place where to seek shelter, help and international protection. The data in Table 1 show to what extent this transformation is evident: The number of hosted migrants grew much more than arrivals (with also increased in absolute numbers).

	2014	2015	2016	variation 2015-2014	variation 2016-2015
Landed migrants	170.100	153.842	181.436	-9,6%	+17,94%
Hosted migrants	66.066	103.792	176.554	+57,10%	+70,10%
Asylum seekers	63.456	83.970	123.600	+32,33%	+47,20%

Table 1 - Number of migrants landed by sea in Italy, number of hosted migrants and numbers of asylum seekers by year. Source: authors' elaboration of “Dipartimento per le Libertà Civili e l'Immigrazione” data

Among those arrived by sea in 2014 and 2015 less than 50% asked asylum in Italy, in 2016 almost 70% did so. This change has put a strain on the country's reception system. As a matter of fact, “talking about immigration today means mostly how to host those who reach Europe looking for some form of protection if they not die in the sea” (Codini & D'Odorico, 2016, p. 193). The issue of providing accommodation to asylum seekers is one of the most debated in the media and is the subject of very different positions by the various political parties. The massive arrival of people has also opened up a new sector of welfare policies since migrants need to be supported in their everyday life, at least at the beginning of their new life. The numbers and facts show that Italy is gearing up to give dignified living conditions to those who apply for asylum even though much remains to be done, assuming the perspective that thousands of people will continue to arrive. Hosting is then something very different from having a roof over your head and at least a hot meal per day. In these last years, it was possible to understand what are the requirements for “doing things well” (paraphrasing the subtitle of the Catone book, by 2016): it is about welcoming and integrating, creating the conditions for people to return to a condition of normality and autonomy.

Although refugees' reception is a State competence, it is at local level that these policies are implemented. Milan hosts the highest number of refugees of Lombardy, the Region that concentrates the largest number of migrants in Italy (13%) (Anci et al. 2017) as evidenced in table 2, followed by Sicily.

	Italy	Lombardy	Province Milan	Milan Municipality
SPRAR	22983	1275	614	422
CAS	94188	15381	3395	3100*

Table 2 - Distribution of places in different kinds of facilities (absolute numbers) . Source: Anci et al. (2017), per Milan the number of people in CAS* are estimated and are represent the situation of February 2017, while the others represent the situation at mid 2017

The city of Milan and its metropolitan area saw the passage of thousands of persons over the last four years, the estimation is that 107.000 refugees have transited since 2013 till December 2016. Until the first months of 2016, the reception facilities of the city were destined to "transitanti" (see Figure 1), people who stayed in the city a few days to continue their journey to northern Europe, where to seek asylum. The closure of borders (Austria, Switzerland and France in some moments) along with the enforcement of the Dublin Treaty obliged people to remain in Italy and applying for international or humanitarian protection here.

The "wave through" policy took root in conjunction with the Syrian crisis (Majorino & Sarfatti 2014), which dictated the need to give hospitality for a short time to individuals and entire families. The Municipality of Milan, together with many and diverse third sector organizations, organized a reception system that developed over time for this type of migrants, first in the mezzanine of the Central Station (from 2013 until 2015), then on Tonale Street (2015), close to the station and, finally, in Via Sammartini, in a more peripheral space owned by "Grandi Stazioni" a private enterprise linked to the public company that runs the national railway system in Italy. This space has been named "hub", not to be confused with the regional hubs, which are much bigger centres devoted to host and distribute asylum seekers in hosting facilities within the Region. The hub occupies the more peripheral part of the "Magazzini Raccordati", a big decommissioned system of warehouses built under the tracks of the Central Station of Milan (fig. 2).

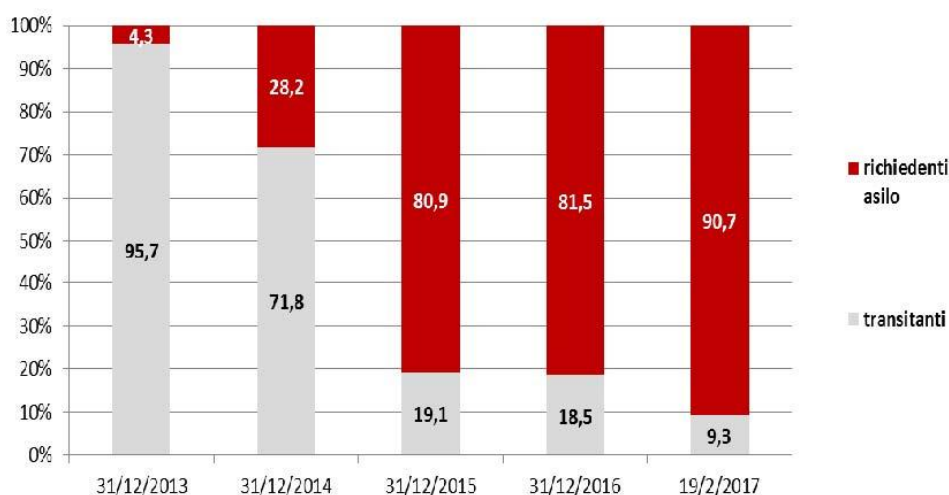


Figure 1 - Percentage of refugees hosted in Milan facilities that were in transit or where looking for asylum. Source: Milan Municipality, internal document. * These percentages are related only to people hosted in facilities organized and regulated by the Municipality there are many others by the Prefecture)



Figure 2 – Current position of the hub. Credits: Basile, Dridi, Gabriele (2017)

This hub allowed many people to “land” in a safe place, where they could find an immediate response to fundamental needs, after a long journey: Refreshment, change of clothes, hospitality for the night, meals as well as legal support and night hosting. From there transitants were sent to one of the various reception facilities made available by the Municipality of Milan where they stayed for a short time, on average 5-8 days. These is the lapse time in which they decide whether to stay and apply for international protection or leave the country.

<i>Total registered people</i>	<i>Individuals</i>		<i>Families</i>		<i>Total</i>	<i>Hosted</i>	
2015	24.695	8%	6.942	2%	31.637	27.401	7%
2016	28.848	5%	5.047	5%	33.895	32.784	7%
2017	2.590	5%	450	5%	3.040	2.938	7%
Total	53.543	2%	11.989	8%	65.532	60.185	2%

Table 3 - Registered and hosted by Via Sammartini Hubs per year and typology (individuals or families).
Source: Fondazione Progetto Arca.

Since May 2017 the hub changed its nature, losing its importance for people in transit and assuming a more “long term stay” characteristic. It has been transformed into a CAS (Centro di assistenza straordinaria), a centre for extraordinary hospitality where people will stay till the end of the asylum seeking procedure. Before it was accredited with the Municipality and the Prefecture for 150 beds. In many moments since last year there were more than 500 people sleeping there. The hub is managed by Fondazione Arca Onlus, an organization that has a multi-year experience in combating severe marginalization. It has welcomed more than 50,000 people over the two years period 2015-2016, as shown in Table 3.

It can be said that a de facto humanitarian corridor was created, facilitating the passage of many people heading North. In the space of Via Tonale and in that of Via Sammartini, lots of organizations are engaged: Fondazione Progetto Arca is the general manager; Fondazione Albero della Vita and Save the Children who develop different activities related to children’s care and needs; the local healthcare agency; and different individual and organized volunteers (doctors, pediatricians, social workers, computers specialists). Here, forces of all sorts have coagulated, with private citizens who have supported the initiative by donating goods and performing their work. Here, the value of Milanese volunteering, part of the “conscience of Europe” (Cesareo, 2016) is visible and tangible: people are supported irrespective of their legal status.

The hub has accommodated up to 700 people but has a capacity for 150 people. It worked as a buffer for very massive arrivals of migrants so as not to leave them on the street to sleep. It is divided into four large spaces, one dedicated to clothing stores and other types of goods, a daytime area where computers,

internet attacks and cell phone charging sockets, as well as an area for children; a canteen and an area with lockers and beds.

The Hub of Via Sammartini used to be a unique service for asylum seekers and refugees in Milan and in Italy. Its particularity is attached to the fact that it hosted people arriving independently to the city and not sent by the agencies of the Ministry of Interior Affairs. It is an anomaly in the Italian landscape and, it represents an innovative response to cope with the needs expressed by a huge flux of migrants (Costa 2017). Even if Milan has a strong social infrastructure, it needed a first-hand spot for people arriving in the city. It's around this hub that we asked our students to work.

The hub was and probably will continue to be a thermometer of migratory routes. The consequences of the changes in the political response to the refugee crisis here become apparent almost immediately - a matter of days (Petrillo 2016). Our field work started in a moment where the hub's function was changing: from being a place of transit, to be a place of permanence (Costa, 2017), due to the fact that newcomers searching for a better life don't transit anymore, as explained before. This change was not easy to cope with by the students' analyses.

4 THE COURSE'S DEVELOPMENT AND OUTCOMES

"Social and Urban Analysis" is a course for students at the third year of Bachelor in "Urban Planning and Policy Design" at Politecnico di Milano. Since the beginning, both the teachers agreed that students should understand methodologies, aims and scopes of urban and social analysis working "in the field", and developing a case-study on a real situation. Hence, also the decision to cooperate with Polisocial.

The "first stage" described in § 2 was thus developed taking into account the research interests of the two teachers – this experience implies the analysis of a social policy developed by the Municipality of Milan, and the social issues related both to the newcomers' situation as well as to the impact of their arrival on the urban space and on local established populations. At the same time, the hub accommodating migrants in transit was chosen for several reasons including the fact that welcoming the newcomers is a core issue in many European countries. Anyway, a core point was the clear interest expressed by Fondazione Arca in having an "external view" of the hub and of its activities, as well as on its "location" in the territory and its' functioning in the city. Some specific planning questions were posed by Fondazione Arca as the current hub occupies the more peripheral part of the "Magazzini Raccordati". Grandi Stazioni undertook a major renovation project of the Central Station before the opening of Expo 2015 in Milan, while the Magazzini Raccordati's future remains uncertain, as is the hub future.

The second stage "developing the teaching activity" was basically constituted by three strictly interrelated parts: (1) some more traditional academic lectures covering both methodological issues and the specificity of the case-study (e.g. lectures that provided a framework of the "refugee crisis" phenomenon in Italy and its related social issues; sessions on how the system to accommodate migrants in transit and refugees works in Italy, on management and spatial impacts of shelters in other Italian cities etc); (2) a series of meetings with experts from Fondazione Arca, with the Councillor in charge of Social Policies and Welfare in Milan Pier Francesco Majorino who runs the policy sector more committed in facing the migrants' arrival in the city, and with some representatives of the main associations that emerged in this area to cope with local problems and explore possible potentialities; (3) field visits organised in cooperation with Fondazione Arca to introduce the students to the reality of the hub, showing them how it works.

Students were asked to do field research using a mixed methodology, working inside or close to the hub to understand how this place works, but also the social and urban impacts of such a type of place at the neighborhood level. Spaces had to be analyzed in terms of their use, functions, story, policy development. Students were encouraged to work collaboratively with Arca as well as with local community groups, small businesses and citizens. The course's project work includes press review, photos, drawings, maps as well as policy and ethnographical analysis.

After field visits with us, students were left free to explore the place without our guide for around one month, as well as to identify possible topics for urban and social analysis. Some of them showed an immediate commitment in trying to "enter" in the hub also without our support and to conduct a sort of ethnographical analysis of the place. Other clearly started to explore a series of issues at the

neighbourhood and city level, keeping in some way the reality of the hub a bit more “distant” from their analysis. The field visits and this “reflexive month” were very useful also for us to decide which students could really be introduced into the “vulnerable” reality of the hub, and which students could work on its impact in the immediate nearby or in the broader city context. This was done not having in mind any kind of “preferential” attitude toward some “more committed” students, but on the contrary, trying to respect their preferences and sensitivity. At the same time, this also resolved in a quite “natural way” a problem that the teachers, the Polisocial experts as well as Fondazione Arca foresee since the beginning of the course: the risks and ethical issues related to introducing a group of around thirty students into a space where very weak people – including children – arrive, eat, sleep and try to recover from very hard journeys. At the end, only two groups composed respectively by four and three students worked inside the hub with the mediation of the experts of Fondazione Arca. To “minimise” the impact of the students’ presence one group started to observe the dynamics related to the clothing and goods warehouse, and the other one focused on the daytime space. The warehouse is a strategic place for the logistic organisation of Fondazione Arca as here garments and other supplies donated by enterprises and individuals arrive (fig. 3). This is also the only part of the hub opened to the public, so it constitutes a direct connection with the Milanese population. The other space is where a variety of functions are carried out – registration of the newcomers, medical care, children care (fig. 4). This space is also a particular place of socialisation thanks to internet points to connect with the families at home (fig. 5) or with the world, as well as to a very long plug that allows the mobile phones charging, being one of the more crowded corners of this space.

The group working on the warehouse adopted a twofold “entry strategy” to this place. On the one hand, they concentrated on ethnographical observation of people working here and of spaces constituting the warehouse; on the other hand, they tried to “map” the local-to-international networks and flows of goods arriving here, allowing the hub and Fondazione Arca to develop its activities. This last work was an interesting but challenging one, and students had to face the lack of time and availability of information to deal with this. This led them to get lost in the ethnographical observation, and the result was a work mainly focused on the volunteers’ role, with a particular attention to the pivotal role played by the very charismatic responsible of the warehouse. Their very simplistic conclusion was that, as the warehouse is one of the places where the volunteers and people working in the hub have their breaks, this is a relaxed place opened to everyone – and this conclusion clearly does not reflect the complex environment that the students choose to analyse.



Figure 3 – The warehouse. Credits: Basile, Dridi, Gabriele, (2017)



Figure 4 – The “line”. Credits: Basile, Dridi, Gabriele, (2017)



Figure 5 – The “internet point”. Credits: Basile, Dridi, Gabriele, (2017)

The group working on the daytime space developed a more sophisticated analysis of the spatial organisation of this multi-functional “room”, as well as of people arriving and working here. They produced a very interesting photographic and drawing essay, and a written essay that looked too much biased by a “positive prejudice” of the situation they were observing. In other words, despite long observation in the field, their preliminary view of this space seemed not to have been challenged before and after the work. Anyway, they developed an interesting view on how the migrants in transit life is characterised by a main and alienating activity that allows the access to all the primary functions that they need: queueing – for registration, for food, for dresses, for medical care – hence the title of their work: *Keep the Line* (Basile, Dridi, Gabriele, 2017).

Other works were developed in the immediate nearby of the hub. In particular, a group analysed dynamics and policy processes related to a green space close to the hub that has been and is at the centre of a significant mobilisation at the neighbourhood level. Formerly a brownfield, local citizens fought to have this space recovered by the Municipality, but when this recovery happened, the hub was opened and the green space started to be used mainly by the newcomers. This caused increasing discontent in the area. Their work focused on the policy process that led to the opening of this “contested” small park, and implied a direct relationship with the associations that were involved at the local level. The urban dynamics analysis suggested to frame this process not only at the local level, but also in a more metropolitan strategic vision, looking at this small green space not as a park, but as one of the spaces connecting different green areas along the Martesana Channel in Milan. This change of scale allowed both the observation of a change of meaning of this space, as well as to new ways to answer to their main research question: “whose park is this?”.

Two other works analysed in different ways the local commercial system trying to understand if it was or not affected by the migrants’ presence. In one case, this was more an analysis of if and how local commercial activities had changed due to the hub presence, as well as if and how they perceived it as an opportunity given the huge amount of people arriving in a peripheral area, or as a problem, given the specificity of the population arriving. Despite a huge amount of work with the local commercial activities, this group faced many problems in finding some kind of significant conclusion. As the Magazzini Raccordati constitute a very long and quite strong barrier in the urban tissue, and the hub is located only on one side of them, a last group concentrated on the differences in the commercial environment on the two sides of the structure, trying to understand if the richer commercial environment located “on the other side” was in some way affected by the presence of the hub. In general terms, all the three works focused more on an urban analysis, as well as on how the hub’s presence affected the local neighbourhood as well as the wider urban dynamics. Anyway, they tended to remain focused only on the local dynamics, capturing mainly the local complaints for the hub’s presence, and not contextualising the observed dynamics also in terms of actors and resources.

In any case, all the groups developed a press review and were asked to read book chapters and (academic) articles on migration flows in Italy, and on how the system for welcoming people works, and it is possible to say that at the end of the course almost all the students had understood these issues, as well as the specificities of this system and policies carried out in Milan.

Regarding the “third stage” of Polisocial activities (reporting the work and sharing the results with partners involved in the process), this took place only inviting representatives of Fondazione Arca and of the other associations operating at the neighbourhood level at a presentation of the students’ works that was held at the end of the course at the Politecnico di Milano. This choice represented a sort of “downgraded” third

stage, as the best way to share the results of Polisocial projects is presenting them directly in the neighbourhoods where they have been developed. This “more public” presentation was not done because both the teachers and the responsible of Polisocial agreed on the fact that the students’ work were interesting, but still not enough developed for a presentation “in the field”. This choice implies the recognition – from the teachers’ point of view – of a partial failure of the experience that will be discussed in the conclusions of this paper.

5 CONCLUSIONS

In these conclusions it's important to unpack the bulk of issues that emerged from the pedagogical, the social analysis and the planning theory's sides. The questions that lead our balance of the teaching in the field experience are what is the gain for the university? And for the students? And for the involved partners?

The Gain for the university and for us as teachers is connected to the possibility to cope with new research topics and issues. From the “urban side” both the direct contact with this place and the students’ difficulties in this place allowed the teachers to understand the challenges of coping with the presence of a huge amount of people transiting in a place without settling there. In any case, this is a place to face emergent situations, and from the planning side there are still not many answers on how dealing with these type of places minimizing their impact at the neighborhood and city level (Briata, 2014). If “the gain” for the city proposed also by the Municipality was clear (places like the hub allow the city not to have all these people wandering around, especially in the station area), the gain for the neighbourhoods where these places are located are less clear.

The gain for students is quite evident. They were for few months in a face to face with a situation that they were used to see only in the media. Most of them had never been at the hub, and only a minority of the class was aware of the issue we were dealing with. Before our course, they used to think at this issue as “people who land in the South of Italy”, but without thinking that this might be also an “urban issue”.

At the end of the course we interview the representatives of Fondazione Progetto Arca which is a big organization. They recognised the limits of the students’ work, but they were quite satisfied and they noted at least two positive aspects of the cooperation with us. On the one hand, they state that the teaching experience permitted them to go beyond their day to day activities. As a matter of fact this is part of their expectation because they wanted to be analysed by outsiders and to reflect about their presence in this part of the city and on themselves as an important actors in the Milanese asylum seeker hosting system. Working in an emergency regime prevents from doing what students did, to observe. Students final composition were at least a form of “restitution” of their daily work. The second positive aspect underlined by Arca is that we were perceived as a “loyal” partner. We did what we promised, non more than that. We were all aware of the limitations inscribed in the experience.

Teaching in the field implies a complex triangulation between the teachers, the students and the external bodies involved in the process. In this case, it might be said that Fondazione Progetto Arca's expectations were in some way satisfied both in the relation with us, as well as in the relationship with the students. At the same time, the students proved to be satisfied of the relationship with Arca.

The only problematic aspect is related to the mismatch between our expectations as teachers and the final works of our students. We know that the issues proposed were very difficult to grasp as they entail the knowledge of the macro phenomena of new migrations as well as micro aspects of it. We spent a lot of time revising their writings, tables and map as well as supporting them in the ground research activities. At the end we realised that four months were insufficient to produce complete works. The outcomes were not as good as we expected. The critical aspects relates to the complexity of the issue, the lack of time of students for working on the ground and the difficulty for them to apply research tools (both methodological and conceptual ones). Everything was too new but they declared that our proposal constituted a big challenge for them. As a final word, all of us have learned a lot and we will replicate the Polisocial live teaching experience in the year to come, analysing old and new migrants lives in the social apace.

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