

**2. Gaps in the knowledge, challenges  
and needs of the research in the field:**  
*Findings from the AMASS project*

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AMASS

acting on the margins. arts as social sculpture

EU DG R&I workshop:  
**The role of the arts  
for social cohesion**



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 870621.

# What main challenges do you face?



## **WHERE: Barona: Milano zone 7**

The pilot aims to work on the marginalisation that the kids and teenagers living in the suburban areas of Milan feel every day.

These areas are often dominated by neglect and crime. In these areas many families live in extreme poverty.



- **Reaching the unreached – convincing disadvantaged groups to participate**

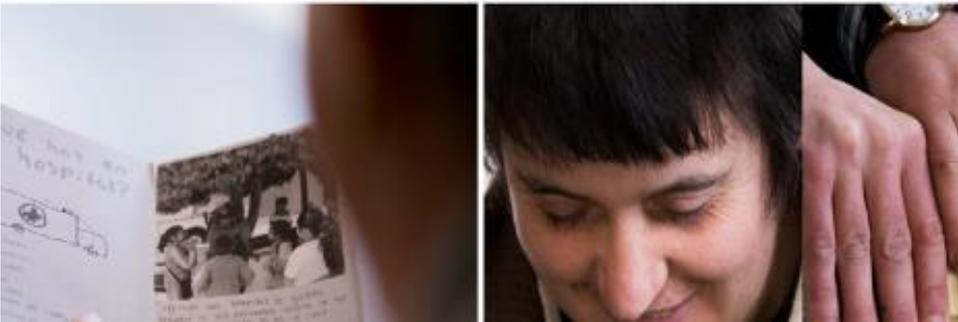
# What main challenges do you face?

Community-based art education targeted for the community in Utsjoki where indigenous people and non-indigenous people have raised the need for new dialogue. (PI Mirja Hiltunen)



- **Building synergies** among community members through the arts as interface

# What main challenges do you face?



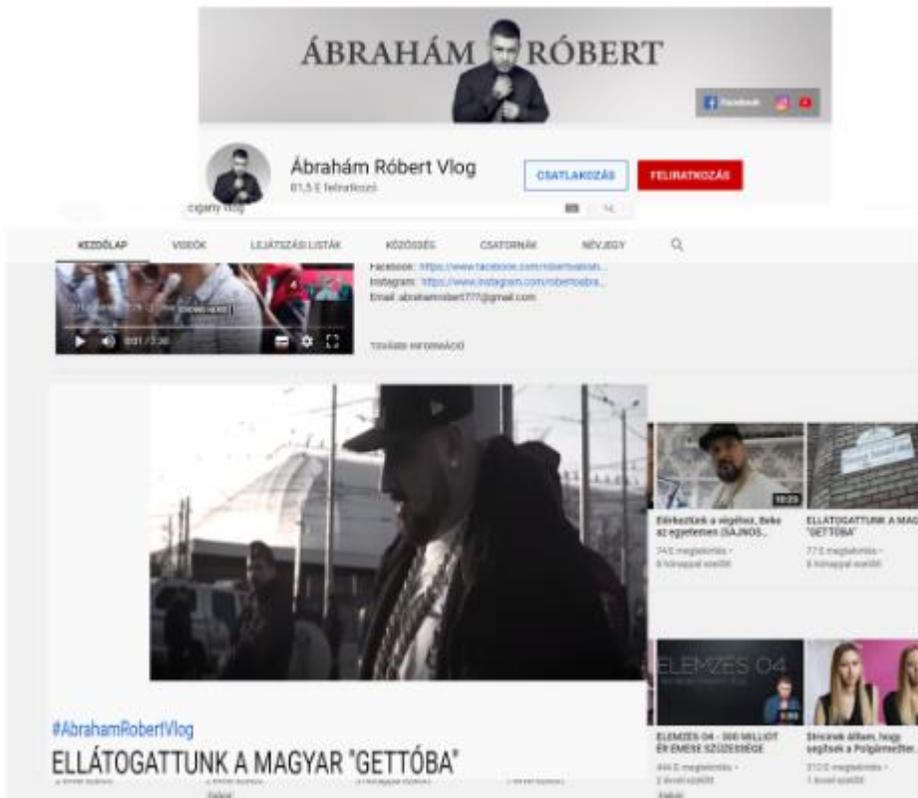
Art Educators'  
Association,  
Portugal:  
Sensitising training  
of Roma minority

- **Revealing valuable contributions of disadvantaged / disregarded groups to integrate them in society**



**COVID19 measures:**  
most activities  
outdoors,  
wearing masques,  
keeping distance,  
using disposable tools  
and materials

# What do you expect to be the most important results of your research?



## Current topics of Roma influencers:

- Roma youth life in Hungary
- Discrimination
- Rising stars, celebs, scandals



- **Contribution to evidence-based policymaking:** developing multidisciplinary methods for **capturing**, **assessing** and **harnessing** the societal impacts of the arts

# What do you expect to be the most important **results** of your research?

## Ludwig Museum Budapest: contemporary arts and issues



**LuMu situated on the border of two worlds:** museums, office buildings, elegant living quarters / ghetto housing, low SES families

<https://www.ludwigmuseum.hu/en>

**Relevant cultural experiences with contemporary arts and enhanced communication skills and creativity** are bridges to be built in a school / museum education program



- **Designing new educational spaces and frameworks for using arts to overcome societal challenges of disadvantaged, neglected and special needs groups**

What do you expect to be the most important **results** of your research?

- **Reducing isolation** among minority groups from peripheral EU regions through participation in the arts
- **Empowering girls and women** through fostering and recognising their creative endeavours

**Roma Cultural Influencer Training:** creating social media about valuable Roma heritage and life



**Women in charge** after the political changes



# What are the main gaps in knowledge you are addressing?



Flip question: *What do we know about art as a means to address social challenges?*



Notoriously difficult question to answer.



Culture has ontological, anthropological, aesthetic meaning.



The value of culture may be intrinsic, individual, instrumental, or institutional (Grinell, 2020).



Linked to the limitations of the “natural science” experimental model of research and evaluation.

# A systematic literature review

- Aim: explore research on the broad topic of the social impact of the arts, with attention to marginalisation issues regarding vulnerable groups in society.
- Peer-reviewed articles in English, *Time period*: 1990-2019.
- PIO-model (population, Intervention, Outcome).

<b>Population</b>	<b>Intervention</b>	<b>Outcome</b>
<i>Main search</i> <i>terms/Keywords:</i> Social exclusion Minorities Marginalised	<i>Main search</i> <i>terms/Keywords:</i> Performing arts Visual arts	<i>Main search</i> <i>terms/Keywords:</i> Social impact Empowerment Policymaking Evaluation
Indigenous Native Immigrant Migrant Refugee Intercultural* Diversity Underserved Underprivileged Poverty Children Young people	Drama Theatre Theater Museum* Performance art Visual art Contemporary art Arts education Artistic intervention Art intervention Artistic project Community arts Socially engaged art Participatory art Arts activism Socially engaged art Community art Community-engaged art Participatory art Public art Civic art	Social effects Social change Social outcomes Wellbeing Well being Health Mental health Quality of life Inclusion Citizenship Civic engagement Civic participation Equity Social equality Values Attitudes Tolerance Resilience Empowerment Skill enhancement Best practice Evidence Measurement Analysis Assessment Democratic development

A first quantitative selection of 110 articles was read according to inclusion and exclusion criteria commonly used in SLR (Kitchenham 2015).

Thirteen articles selected.

Analytically derived themes:

Effects on cognitive and psychological learning skills, children, young people and the elderly.

Effects on knowledge gain and knowledge dissemination, health and preventive action among children and young people.

Testimonies of marginalization in drama production, Effects on wellbeing and self-esteem among young people and refugees,

Effects on social inclusion, “at-risk” young people.

What don't  
we know?  
What areas  
need more  
research?

Populations other  
than young people  
in English-speaking  
countries

Interventions  
other than  
theatre/  
performing arts

Outcomes other  
than health, well-  
being

# What are the specific research aspects of the arts not adequately addressed by the current R&I projects?

## Collective design-based thinking



**Youth** living in a socially disadvantaged neighbourhood. Any gender and nationality. Group age, from 8 to 16 years old.

**Collective design:** empower youth to act like active citizens: imagine and design a better place to live.

**Regenerate** their environment



- Affective and creative development is evaluated, but **skills studies are rare.** If you want to give a net, not just fish, you need to know if and how projects developed important life skills.

# What are the specific research aspects of the arts not adequately addressed by the current R&I projects?

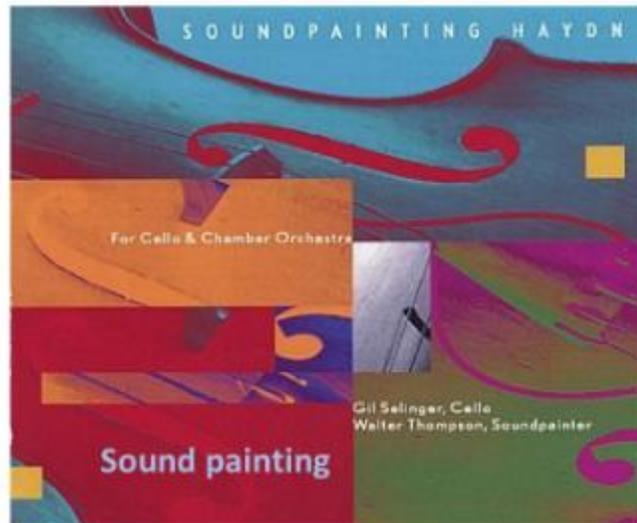


- **Thinking and acting models** that work well in middle-class environments must be **adapted, tried** and **tested** for disadvantaged populations.

# What are the specific research aspects of the arts not adequately addressed by the current R&I projects?

Ludwig Museum Budapest project in AMASS: "It's Your Life!"

LUDWIG MUSEUM - MUSEUM OF CONTEMPORARY ART



Multimedia interpretation of artworks



Use artwork to challenge issues of your own life → Be resilient, act together, change your viewpoint!

- **Interdisciplinary / intermedia contemporary art forms** are rarely integrated in curricula → their effects on skills / creativity development is not studied.

# What are the specific research aspects of the arts not adequately addressed by the current R&I projects?



## Participants

<https://amassproject.weebly.com/>

APECV Art Educators' Community  
Charles University, CZ  
Corvinus University Budapest, HU  
PACO Design Collaborative  
University of Lapland  
University of Malta, MT  
University of Borås, SE  
University of Leeds, UK

- **We act and live on the margins of Europe.**
- Our projects are likely to be more authentic and sustainable than benevolent supporting efforts that come from better-off, central regions.





Bark Boats of Hope,  
2019, performative  
and participatory  
event



## AMASS projects: barks of hope.

- **Sustainability** is key, as innovation needs time to be embedded in practice.
- Very few studies address the **afterlife of projects**, - we will.

The logo for AMASS, consisting of the letters A, M, M, A, S, S in a stylized, rounded, black font. The first 'A' and 'M' have a dot in the center, and the second 'M' is slightly taller than the others.

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