

# **Towards Creative Inclusion in Adult Education**

**This is an easy-read document.**





- ◆ There are around 80 million people in the European Union with a disability.
- ◆ There are often barriers that stop them from fully taking part in society. Taking part fully in society is called **social inclusion**.



Art and Culture is an important tool to help people with disabilities be better included in society.

### **UN Convention on the Rights of Persons with Disabilities (UNCRPD).**

It says adults with disabilities have the right to be fully included in arts education.



This CIAE project (Creative Inclusion in Arts Education) brings together ideas to show different groups in the arts in European countries., and how they are trying to make their work more inclusive.

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

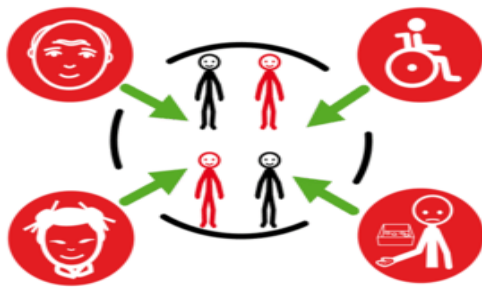
- ◆ This Report has put together information on European Organisations.
- ◆ It will show examples of good practices in arts education for adults with disabilities.
- It will be used by all the different people and organisations working with people with disabilities, working together to build a fairer and more equal society.



The UNCRPD recognises the right of persons with disabilities to lifelong learning in its Article 24 and their right to fully participate in the cultural life in its Article 30.



The European Union has signed the **UNCRPD**. It is committed to respecting the rights of people with disabilities.

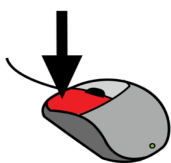


### **European Disability Strategy 2010-2020.**

The main aim is to promote Inclusive education and lifelong learning for students and pupils with disabilities.



**Participation** is one of its main areas for action. This means the right of people with disabilities to access culture and recreation.



You can read more on the European Disability strategy by clicking this link:

**<https://ec.europa.eu/social/main.jsp?catId=1137>**



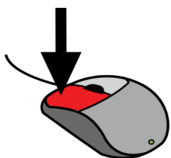
## Towards a European Education Area

The European Commission is working on the creation of a European Education Area by 2025.

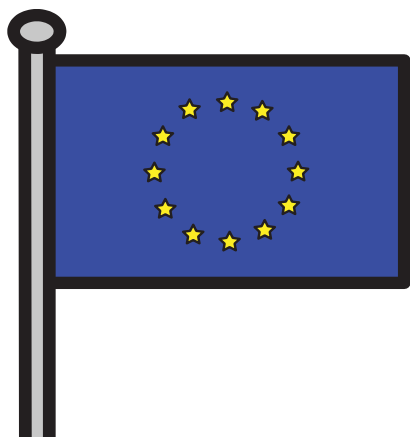


### This is what they hope to do:

- Spending time in other countries to study and learn.  
Knowing two languages in addition to one's own language
- Everyone should be able to get a high quality education, no matter what their background is.
- People should know what it means to be a 'European'.



[https://ec.europa.eu/commission/news/towards-european-education-area-2025-2018-may-22\\_en](https://ec.europa.eu/commission/news/towards-european-education-area-2025-2018-may-22_en)

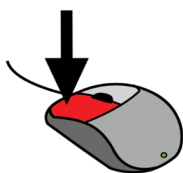


The EU funds projects and programmes in the field of inclusive education.

## **Erasmus+ programme of the European Union**



The Erasmus+ is the EU's programme to support education, training, youth and sport in Europe until 2020 with a budget of 14.7 billion euros.



<https://www.erasmusplus.org.uk/what-are-the-key-actions>



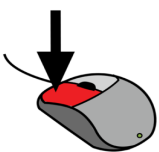
Funding is key to supporting development of these frameworks



The **European Social Fund (ESF)** gives funding to support employment.

The ESF helps to build a culture of training and lifelong learning.

Its main goal is to contribute to building an inclusive society.



<https://ec.europa.eu/epale/en/policy-in-the-eu/how-does-the-eu-support-people-and-projects-in-adult-learning>

## European policy on culture:



The Maastricht treaty (1992) and the UNESCO Convention on the Protection and the Promotion of the Diversity of Cultural Expressions (2005) are the basis of the European policy framework on culture.



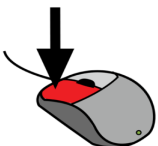
2. UNESCO Convention on the Protection and the Promotion of the Diversity of Cultural Expressions (2005)<sup>37</sup>. These are the basis of the European policy framework on culture.

The current EU programme for culture is called:

### **"Creative Europe" (2014-2020)**

This will invest around 1.4 billion euros within the next seven years working toward:

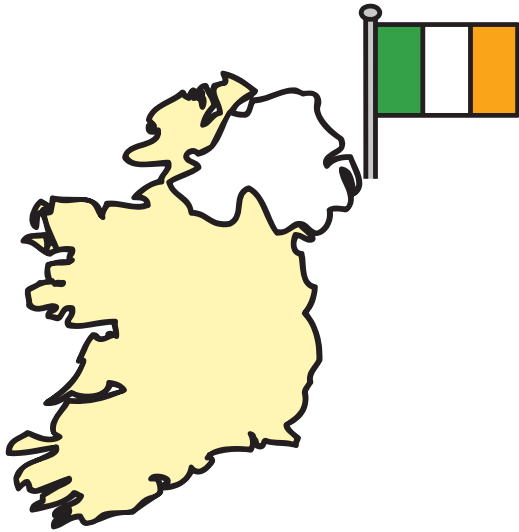
The EU supports arts and culture through a policy of awards and programmes, such as the Erasmus+ programme, the COSME programme and the Horizon2020 programme.





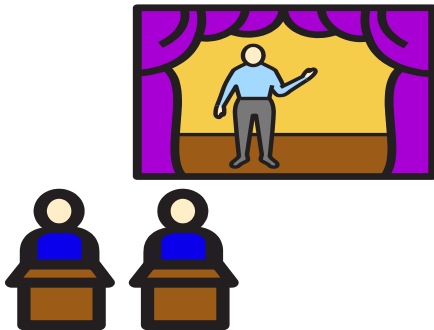
## Country Reports





## IRELAND

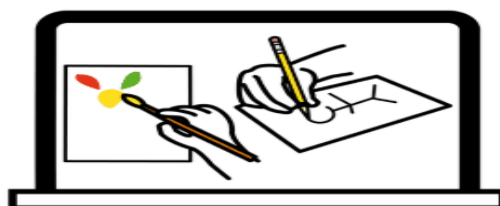
Community Adult Education programmes are common in Adult Education in Ireland, such as art classes, photography classes, dance and drama Classes and music classes. These are provided by the ETBs and community programmes.



Day services for people living with disability offer adult Arts Education Programmes. This often relies on staff knowledge and experience.

The situation in Ireland has improved and laws relating to disability, education and the arts all contribute to a more inclusive creative society.

European Union Erasmus+ projects like this supported by **Léargas** will help to coordinate information and change in Ireland.



## ITALY



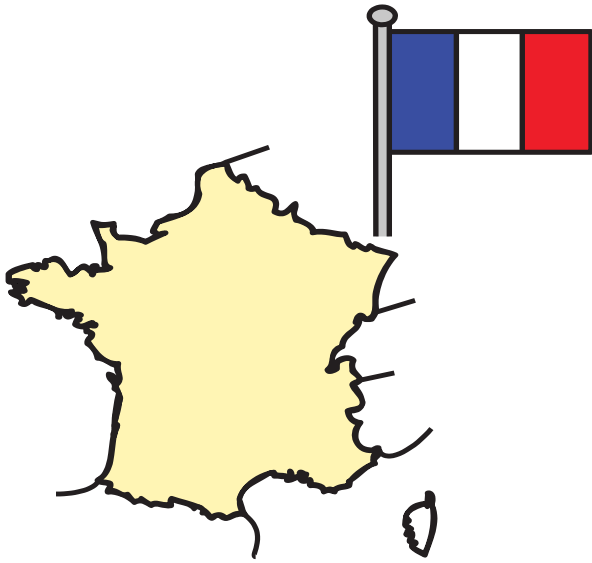
The Italian Constitution includes disability as a prohibited ground of discrimination in Article 38.

Italy aims to provide equal access to art education.



Italy hopes to increase access to art and culture for people with intellectual disabilities.

# FRANCE



Since 2017, the main areas in relation to increasing access for persons with disabilities are as follows:

- improve access to live performance broadcasting
- Less than 30% of national broadcasters and less than 10% of drama centres offer adapted programming;
- Develop 'Tourism and disability brand';
- Increase access to cultural events such as audio-visual shows, cinema, books etc.
- change of perspective on disability through the label "Culture and Handicap".

# BELGIUM



- In **Flanders**, students with disabilities are entitled to support to help them overcome barriers.
- The **Flemish** Government supports adult organisations who offer tailor-made courses to disabled adults.
- The **French** community supports about 150 Creative Centres (CEC) in Brussels and Walonia . These centres also welcome disabled artists.

# BELGIUM



Within part-time arts education and non-formal adult education, people with disabilities can find opportunities to engage in arts projects and courses.

However, pursuing a degree and a career, very little opportunities are provided and high barriers arise.

Lack of funding and consistent legislation often puts a stop to the artistic development of disabled people.



## PROMISING PRACTICES

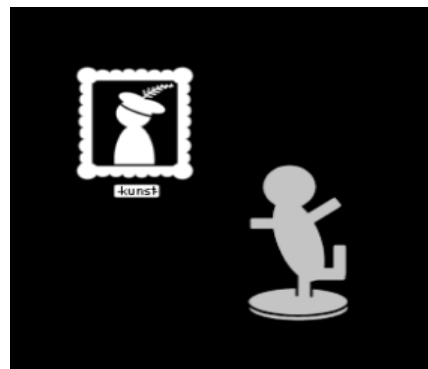
### What are Promising Practices?

There is nothing better than being inspired by others, especially when you want to move from theory to practice!

The CIAE have gathered examples that could show how support service and cultural providers can work together to improve arts education for adult learners with disabilities.

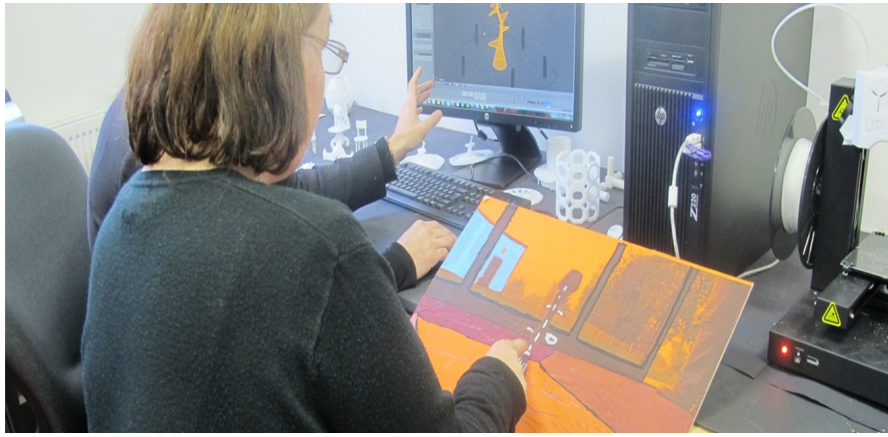
These are practices that work with the UNCPRD to ensure the development of the creative and intellectual potential of people with disabilities

These practices will also enable people with disabilities to participate fully in society, not only for their benefit, but for the benefit of society as a whole.



## **Example of Promising Practices from different European countries**





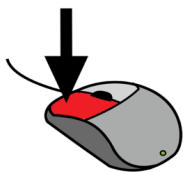
## Couleurs et Création (France)

*“Disability becomes an opportunity to create!”*

**Couleurs et Création** is a day-unit for ageing people with intellectual disabilities.

It is a transition between working life and retirement where they can engage in creative activities to maintain their skills and develop their creative potential.

For more information click on the link:



**[www.facebook.com/Ateliers-Couleurs-et-Creation-560976430647192/](https://www.facebook.com/Ateliers-Couleurs-et-Creation-560976430647192/)**

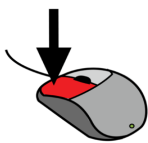
## ZIGZAG: ADAPTED ARTS PRACTICES



ZIGZAG-Adapted Artistic Practices offers improvisation activities such as theatrical clowning.

These activities are targeted at people with disabilities and especially those with high support needs.

The goal is to encourage improvisation from the participants and help to express, develop and share their languages and themes of play.



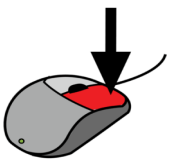
<https://www.zigzag-theatre.com>  
[www.zigzag-theatre.com/galerie/  
balbutio/](https://www.zigzag-theatre.com/galerie/balbutio/)



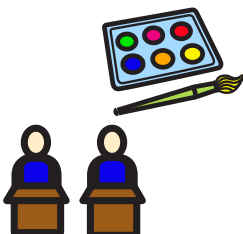
# KCAT— KILLKENNY, IRELAND

*“An inclusive environment asks, how can we change in order to offer full membership to this person?”*

- KCAT is an inclusive organisation for the Arts. They believe that everyone should have access to a creative world – as students, participants, artists or audiences.
- New students attending the courses can work towards becoming a professional artist;
- the professional artists that they facilitate can develop ever more ambitious projects and collaborations



[www.kcat.ie](http://www.kcat.ie)





## FESTIVAL HORS CHAMP



*“The stage accessible to all, art accessible to all”*

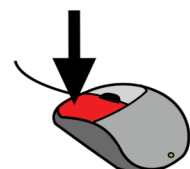
Festival Hors Champs by the association **Art Express Compagnie Tadoo** promotes inclusive dance.

It promotes a more positive perception of people with disabilities, and promotes access to cultural practice for all.

The open workshops are for everyone, and the performances for audiences with or without a disability.

The Hors Champs festival encourages social diversity in inclusive dance and creates unique human relationships.

[www.compagnietatoo.wix.com/danse#!](http://www.compagnietatoo.wix.com/danse#!)



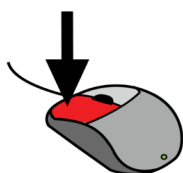


## INSIDE ART LIFE (ITALY)

**Inside Art Life** is an artistic training activity aimed at persons with severe motor disabilities who live in medical institutions.

They promote the artistic and cultural knowledge of participants.

Participants are encouraged to increase their self-confidence and to re-think the world and themselves in a new way. The activities are aimed to help them to achieve this.



[www.edossrl.it](http://www.edossrl.it)

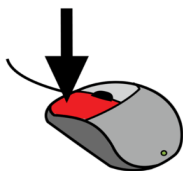




## PROJECT JAMMING (CZECH REPUBLIC)

- The main concept behind the project is to use the idea of group improvisation – jamming, a common activity in music – to painting.
- The project shows that many painters can work together on one canvas.
- Jamming includes people with learning disabilities as equal partners in quality art projects. This happens both during jam sessions, where their contributions are taken as seriously as any other, and at exhibitions, where they are part of the “stars” of the show.

BAR  
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[www.jamming.cz](http://www.jamming.cz)

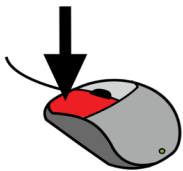


# WE ARE ALL ARTISTS

We are ALL artists by **Jesús Placencia** runs inclusive drawing workshops for people with and without disabilities.

Jesús Placencia as an artist and teacher who is hard of hearing. He does not believe in barriers and ensures that all participants with and without disabilities learn from diversity and inclusion.

Participants learn, play and communicate in a broad sense, through drawing, seeing other participants' works and interacting with others.



[www.jesusplacencia.com/  
index.php?/otrostaller-de-  
dibujo/](http://www.jesusplacencia.com/index.php?/otrostaller-de-dibujo/)



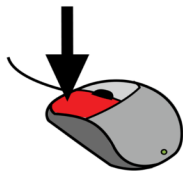


## SAVON NOIR

Savon Noir run theatre workshops led by professionals from the Savon Noir Company.

Through the theatrical project "Love and Disability", started in 2015, the Savon Noir Company wanted to change the perception of people with disabilities.

The creative potential of a subject that is still taboo: emotions and sexuality, is Explored in Love and Disability.



[www.ciedusavonnoir.fr/ateliers/amour-sexualite-handicap/](http://www.ciedusavonnoir.fr/ateliers/amour-sexualite-handicap/)





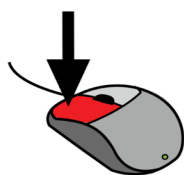
## ART TO INSPIRE

Art to Inspire enables a group of third level students with intellectual disabilities to learn about visual art practices and develop techniques for their own creativity.

They showcase their creativity to family, friends and the wider university community.

This 5 week module is part of the Certificate in Contemporary Living (CCL) at **University College Cork**, a two-year education programme for people with intellectual disabilities.

The module ends with an exhibition of the students' artworks in the civic space of the **Glucksman Art Gallery**.



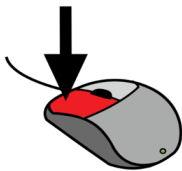
[www.glucksman.org](http://www.glucksman.org)



# MUSICA

**Musica by CAAJ** (an outreach and day activities centre) is a workshop where people with a disability are introduced to music and culture.

Musica is an inclusive cultural practice that is the culmination of many years of work to further include people with disabilities in society.



[www.ladapt.net](http://www.ladapt.net)





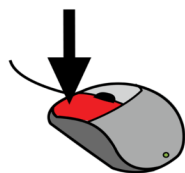
## THÉÂTRE DU CRYSTAL

The Théâtre du crystal is a company made up of 15 artists with disabilities.

It targets the lack of learning opportunities for adults with disabilities in theatre and the arts.

It promotes the inclusion of people with disabilities in society and the appreciation of their artistic and creative practices.

The cultural projects have led to the emergence of different theatre workshops in medical and social institutions.



[www.theatreducristal.com](http://www.theatreducristal.com)



## SUISHA ARTS

Suisha Arts works for inclusion of people with disabilities through arts.

They build, nurture and support creative partnerships to help realise an inclusive creative society for all.

Their approach is learner centred.

Learners work alongside professional and amateur arts practitioners.

All participants are considered learners and each with a unique role and offering to the process.

Learning can be individual or collective.

# CONCLUSIONS

The **main goal** of the CIAE Erasmus+ project is to:

1. address the gaps and barriers that exist in Adult Arts Education.
2. to raise awareness of the challenges faced by Adult learners with a disability in accessing, informing and benefiting from adult arts education.

Policy and legislation relating to disability, education and the arts are all contributing to a more inclusive creative society.

Now we need to make sure that rights on paper become a reality for the everyday life of persons with disabilities and their families.

We hope to take a first step in achieving this through this CIAE Project.



With the support of the Erasmus+ programme of the European Union.