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| **Easy to Read symbol**  **What Is this Report About?** | **Report - Role and Findings of Arts-based Research in the DANCING Project ‘…Usually in the world it is the other way around…’**  **Easy-to-Read Version** |
| a person with a disability painting a picture | This report is about a research project called **DANCING**.  In this project we used **arts-based methods** to better understand how people with disabilities can take part in cultural activities, like dance, and how this can improve cultural diversity.  We want to tell you **how we did** this. |
| **What Is the DANCING Project?** |  |
| Logo of the DANCING project | DANCING has three main goals: |
| A flight of stairs with a sign at the bottom saying 'no entry for people who uses wheelchairs' | 1. **Understand Challenges**: Learn what stops or helps people with disabilities join in cultural activities. |
| a group of people holding placards suggesting to improve disability law | 1. To explore how European **laws** can better support cultural participation and fight discrimination. |
| **a map of Europe with pictures representing the arts on top** | 1. To develop new ideas about **cultural diversity** in Europe.   Cultural diversity means people with different language, food, music, traditions, and beliefs, all living in the same place. |
| Logo of the UNCRPD | This project is guided by a **world-wide agreement** called the UN Convention on the Rights of Persons with Disabilities (CRPD). |
| **A map of Europe with  Ireland identified in red** | The project is based at Maynooth University in Ireland.  The project started in 2020 and will finish in 2025. |
| **What Is Arts-based Research?** |  |
| **Clipart-style image showing the arts** | ‘Arts’ includes activities like dance, painting and music. |
| a person in a wheelchair unable to access the museum because it is up a flight of stairs. | In this project we have used arts-based research to learn about:   1. **What stops** people with disabilities from enjoying and participating in the arts. |
| a person playing the piano and another listening, both appear to be blind | 2. **What helps** people with disabilities to enjoy and participate in the arts. |
| a clipart-style image of a singer with a microphone and a scientist looking on with a clipboard | Arts-based research is a **type of research** that uses methods and ideas from the arts. |
| **How Did the DANCING Project Use Arts-based Research?** |  |
|  | We worked with an inclusive dance group called **Stopgap Dance Company**.  Some of the dancers had a disability and some did not. |
| A photo of the performance of Lived Fiction | Stopgap created a dance performance called **‘Lived Fiction’** for our project. |
| A photo of two people in a rehearsal studio, one of whom is reading from a sheet of paper and the other is attending.  The latter is using a wheelchair. | **Dancers** with and without disabilities took part in **creating the dance**. |
| A photo of the audience at the performance of Lived Fiction | We **worked with Stopgap** to make sure people with disabilities in the **audience** were able to **enjoy** the performance as well. |
|  | **As part of this research:** |
|  | * we **watched** rehearsals and performances. |
| A clipart-style image of a focus group, with 8 people sitting in a circle talking | * We **talked** with the individual dancers about the **creation** process. * We **discussed** the dance piece with audience in a group. |
| A photo of someone filling out a survey | * we **asked** audiences to fill out a survey. |
| **What Did We Learn?** |  |
|  | 1. **Barriers to Professional Dance**:   Dancers with disabilities face many challenges, like: |
| a clipart-style image of a dance studio with stairs up to the door and a sign saying 'no wheelchair access' | * + **Lack of access**, including accessible dance spaces or inclusive teaching methods. |
| a clipart-style image of a young man with hands on hips saying 'you can'[t dance' | * + **Negative attitudes** and limited understanding of disabilities in dance education and companies. |
|  | 1. **Creating ‘Lived Fiction’**: |
| Photo of a dancer standing on his head with his wheelchair in the air | * + When thinking up the dance moves, the **unique strengths** of **each dancer** were used. |
| two dancers pushing hands against each other.  One of the dancers is using a wheelchair. | * + Movements were **adapted and shared** so that everyone could participate fully. |
|  | * + **Accessibility** (like audio description) was included **from the start**, making the performance enjoyable for all. |
|  | 1. **Audience Experience**: |
| a clipart-style image of a happy audience smiling | * + People **appreciated** the efforts to make the performance accessible. |
| A photo from the performance of Lived Fiction showing a dancer on stage with captions on the screen behind him | * + Some people liked the performance **better** because of the **accessibility features**, like audio description. |

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| **Why Does This Matter?** |  |
|  | **The findings show**: |
| Image of a touch tour at an art gallery where some attendees have a visual impairment and some do not. | * 1. Making cultural activities like dance **accessible** is **great for everyone**, not just for people with disabilities. |
| Clipart-style image of a list with checkmarks against it. | * 1. **How to** include people with disabilities in creative work. |
| Clipart style image of people from all different cultures dancing and two dancers using wheelchairs amongst them. | * 1. Including **people with disabilities** in creative work is also a way to **promote cultural diversity**. |

Thanks to Stopgap Dance Company for letting us use their photos.