



Inclusive Art Education – INARTdis Project

Dr. Monika Gigerl, BEd, MA / Mag. Elisabeth Herunter

University College of Teacher Education Styria, Austria

Mag. Karin Gollowitsch

University College of Teacher Education Styria, Austria

Name: Monika Gigerl

Webpage: www.phst.at

E-mail: monika.gigerl@phst.at

Institution: University College of Teacher Education Styria

Address: Hasnerplatz 12, 8010 Graz, Austria

Phone.: +43 316/8067-6113

Research purpose. The UN Convention on the Rights of Persons with Disabilities points out the right of people with disabilities to participate in cultural life (CRPD, 2007, Art. 30, § 1). Beyond passive participation there is also ensured the right for people with disabilities “to develop and utilize their creative, artistic and intellectual potential” (CRPD, 2007, Art. 30, § 2). Through art education the individual potential, resources, and development of learners during artistic educational processes can be activated. These synergies, however, are still being overlooked and underused (Kaiser, 2021, p. 2). The first purpose of this research project it is, to describe characteristics of inclusive access to cultural institutions like museums and to highlight barriers standing against this. Furthermore, then opportunities for improvement of inclusive art education as well as good practices for inclusive art education are presented in order to ensure participation in art education for all learners.

Keywords: accessibility in museums, inclusive art education, participation in art and art education

Research Methodology. This contribution, “Inclusive Art Education - INARTdis Project”, presents results based on a mixed methods approach, within both quantitative and qualitative methods were used. In three steps an online survey (n= 113) as well as interviews with experts (n= 17) as well as focus group discussions (n= 21) were carried out in Austria from February 2021 till June 2021: For the analysis of inclusive approaches to museums as well as arts education, pedagogues and also experts from art and cultural institutions, participated in the study. This research was conducted as part of an international research project. The Erasmus+ project INARTdis answers the following research questions: *What does a comprehensive and inclusive artistic education look like from the perspective of teachers and stakeholders? What good practices to ensure participation for all and opportunities for improvement in accessibility can be found* (Sanahuja Gavaldà, 2019)?

Results. The results presented will talk about characteristics of inclusive arts education and identify factors that facilitate and inhibit the implementation of inclusive arts projects from the perspectives of teachers and museum staff. In this way, the presentation “Inclusive Art Education” makes an important contribution to the description of art education for all, not least by improving the pedagogical effectiveness of museum visits with inclusive school classes.