

O4-A1

**INCLUSIVE ARTS PRACTICE MA
FEASIBILITY AND RESEARCH**

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CIT CCAD has carried out some initial feasibility work in this area. More in depth feasibility study and research will help build support for the programme and support with the eventual recruiting of students. It will assess the needs on a national level as well as exploration of needs in other European countries. It will also explore models of potential delivery models and partnerships.

Feasibility

The MA in Inclusive Arts Practice builds on the practitioner skills and allows for progression for students from the three (10 credit) certificate courses which the Department of Arts in Health & Community Practice offers. It is anticipated that it will be particularly attractive for students from the Arts in Group Facilitation Certificate course as it allows for the individual to direct their studies to a particular client group.

In 2010/11 the department through a CCAD research grant explored the experiences of past and present Arts in Group Facilitation participants. It specifically looked at issues related to the relevance/ appropriateness of the existing course against workplace needs as well as the Continuing Professional Development (CPD) of practitioners post training.

CPD and the possibility of extending the art practitioner/ facilitator role was a consistent theme that emerged in the research. Much of the feedback reflected a desire for the opportunity to extend skills and research abilities with support. It also reflected a keen interest in the process of collaborative learning and developing a strong supportive network that enabled this learning to continue on a lifelong basis.

The department offers the opportunity for individual MA by research proposals through the CIT CCAD MA by research mechanism. This has, at this point in time attracted two individuals who have carried out research within the area of participatory arts practice.

It is envisaged that a taught MA will offer a structured learning environment that emphasizes collaborative learning and the value of learning in relation with others. It will provide an environment where participants can explore their own art-making both in relation to each other and through engagement with marginalized groups. Participants will be encouraged to allow this experience to inform their art practice.

This course aims to bring together committed arts practitioners and excluded community groups in order to challenge and learn from each other's perspectives and experiences. It aims to provide creative opportunities between marginalized and non-marginalized people through creative collaboration for the purpose of challenging social exclusion, promoting change and developing contemporary arts practice.

CIT CCAD has strong ongoing links with GASP artists and Mayfield Arts Centre, where the Cuig Artists are based. It is envisaged that these links could be formalised to provide ongoing collaborative working opportunities within the course.

Case study of an existing MA programme with an inclusive arts practice focus

University of Brighton offer an Inclusive Arts Practice MA over one year full-time or two years part-time. This course *“aims to equip students with the necessary skills to initiate and manage truly inclusive arts projects with diverse and marginalised groups, for example those with learning difficulties or experiencing social exclusion due to economic or health reasons.”*
www.brighton.ac.uk

In 2012 delegates from CIT CCAD visited Brighton University and met with the course director to discuss their course as a possible model to offer within an Irish context. The visit was very fruitful and staff on the course would be very supportive of a similar development within CIT CCAD.

Further information about the course can be found here:

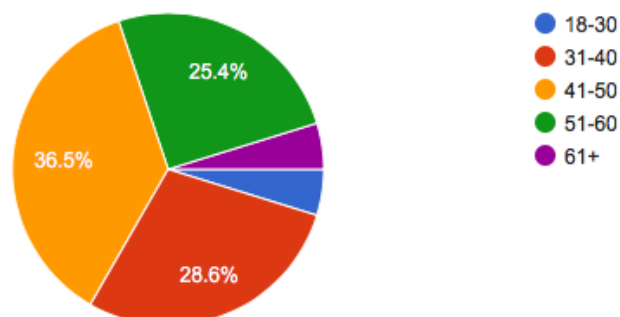
<https://www.brighton.ac.uk/courses/study/inclusive-arts-practice-ma-pgcert-pgdip.aspx>

Survey 2017

In 2017, a survey was sent out to about 230 graduates of our certificate courses, questioning their interest in an MA in Inclusive Arts Practice. Results from this survey indicate an ongoing strong interest in further study in this area and a developing picture of the shape this training could take.

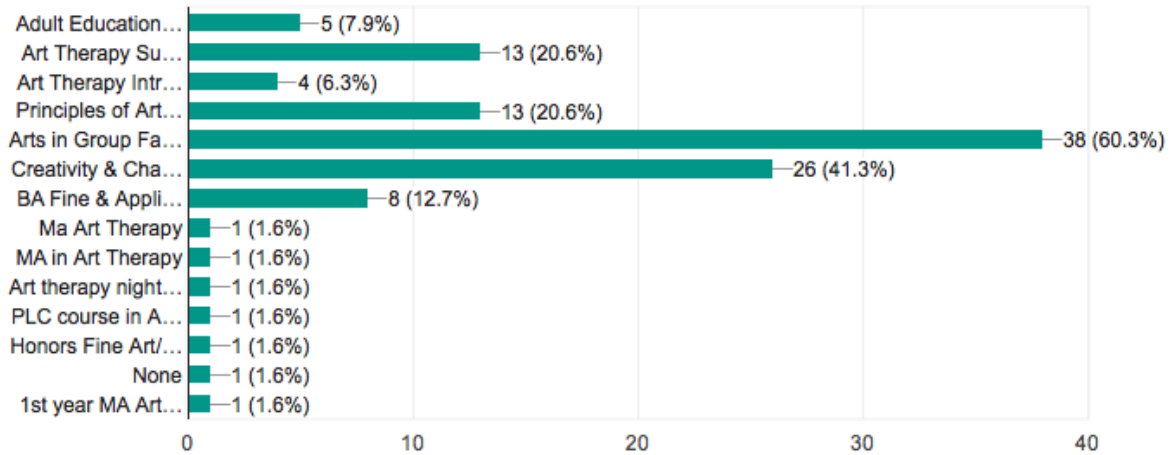
Age

63 responses



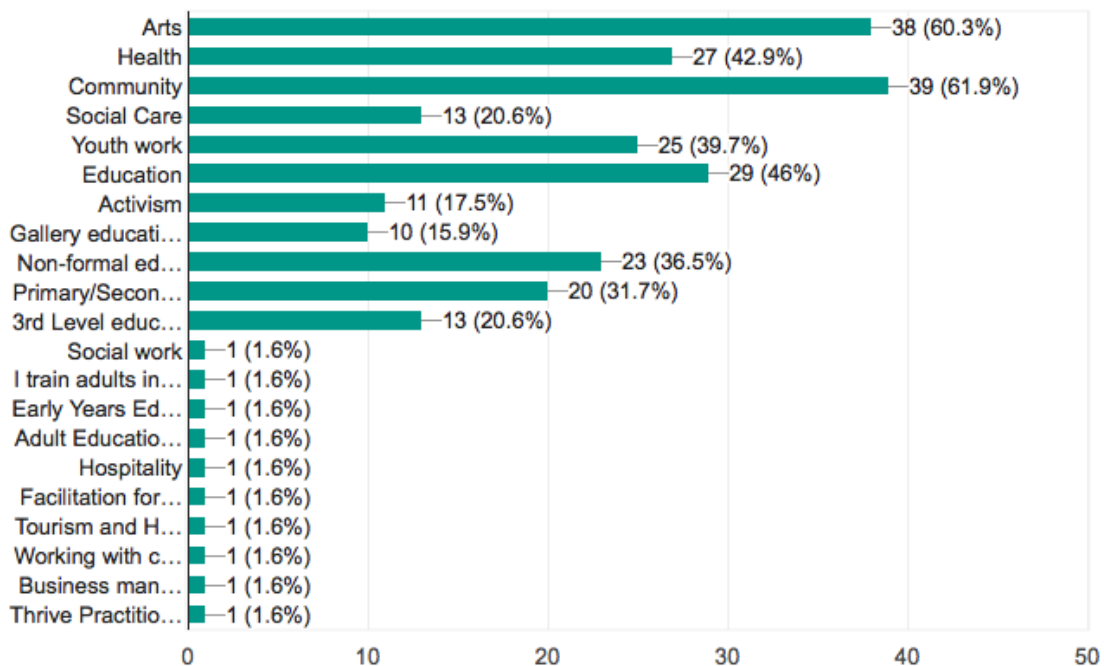
Previous courses attended at CIT Crawford College of Art & Design (please tick all relevant boxes)

63 responses



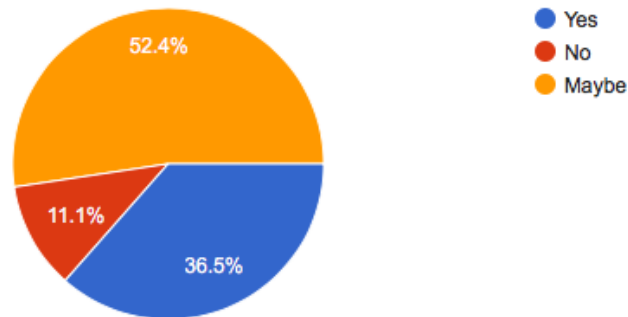
Area of work /volunteer experience (please tick all relevant boxes)

63 responses



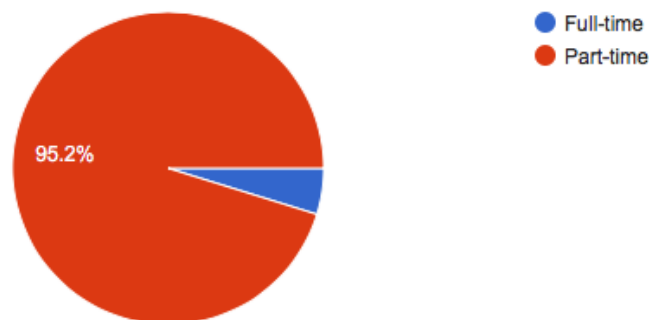
Would you be interested in a MA programme in the field of participatory arts?

63 responses



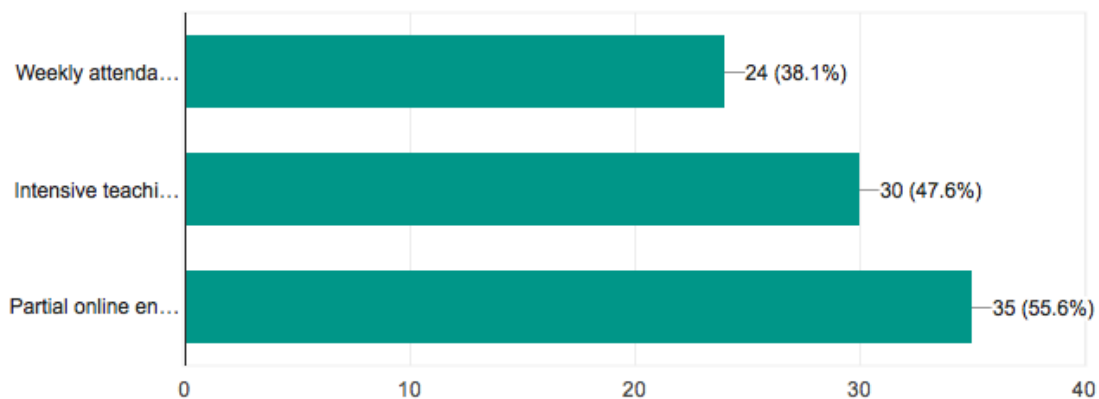
If yes, would you be interested in attending?

63 responses



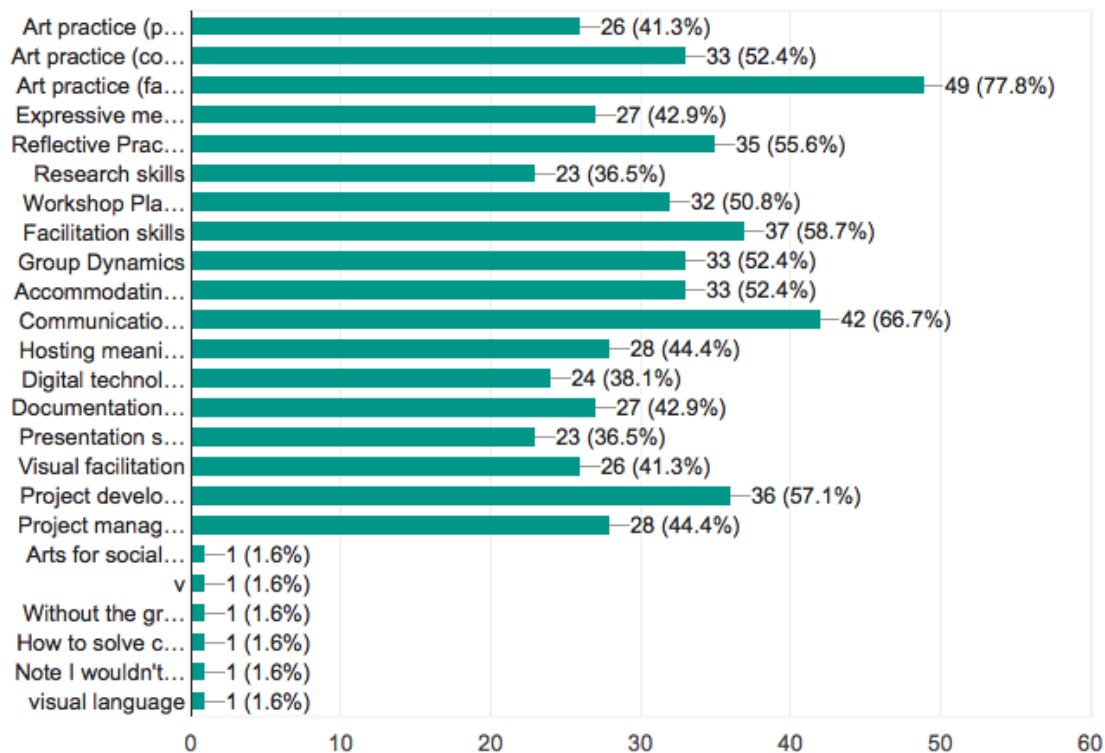
If part-time please indicate which modes of delivery you would be interested in?

63 responses



What skills would you be interested in developing as part of an MA programme?

63 responses



Discussion with Erasmus+ partners regarding training needs

Over several transnational meetings between Debajo del Sombrero, AIM, GASP and CIT CCAD training needs for staff working in supported studios were discussed. Each supported studio differed in relation to the size of the artists group that was being supported, the studio spaces available to the group, the number of staff in the organisation and the specific needs of each of the artists. All of the studio groups agreed that training for staff would be very beneficial. A summary of the skills that all the groups identified as important for their support staff are listed below.

Support staff should have:

Personal skills

- Their own art practice
- Facilitation skills
- An understanding of group dynamics
- An awareness of boundaries within the context of the work
- An understanding of modes of support – where does support become collaboration, etc?

Relating to the artists

- An understanding of how artists work
- An understanding of when to leave people alone
- Be able to recognise when people are overwhelmed or over stimulated
- An awareness of sensory processing issues
- An understanding of their relationship/role with the artists and aspects of power within that

Project skills

- Project management skills
- An understanding of how to manage volunteers/ how to use people effectively
- Funding application skills

Research

Demand for training

General statistics on disability

Whilst the term 'disability' is not clearly defined and, depending on the definition being used, more or less people will be recorded as having a disability, it can be useful to look at some of the statistics around disability. The Census 2006 identified about 400,000 people as having a disability. This is 9% of the population. Census 2011 identified about 600,000 people who reported having a disability, about 13% of the population.

The Department of Health publication, **Health in Ireland, Key Trends 2015** summarises health care statistics over the past 10 years. Apart from the 2013 – 2014 figures for Day Service Users with mild intellectual disabilities, the figures for individuals with intellectual disabilities availing of day services is going up steadily annually.

TABLE 4.5
INTELLECTUAL DISABILITY SERVICES: NUMBER OF PERSONS AVAILING OF DAY SERVICES BY DEGREE OF DISABILITY AND RESIDENTIAL STATUS, 2005 TO 2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	% Change		
											2005-2014	2013-2014	
Mild													
Day Attendees	6,873	6,970	6,781	6,972	7,069	7,212	7,446	7,540	7,611	7,551	9.9	-0.8	
Full-Time Residents	1,249	1,263	1,285	1,345	1,374	1,382	1,428	1,393	1,376	1,357	8.6	-1.4	
Moderate, Severe, Profound													
Day Attendees	7,462	7,547	7,610	8,102	8,343	8,571	8,930	9,249	9,480	9,742	30.6	2.8	
Full-Time Residents	6,539	6,617	6,668	6,787	6,758	6,721	6,673	6,632	6,543	6,482	-0.9	-0.9	
Not Verified													
Day Attendees	1,641	1,825	2,213	2,046	1,872	1,922	2,215	2,344	2,238	2,316	41.1	3.5	
Full-Time Residents	150	164	172	67	56	49	52	33	24	19	-87.3	-20.8	
Total (all ages)													
Day Attendees	15,976	16,342	16,604	17,120	17,284	17,705	18,591	19,133	19,329	19,609	22.7	1.4	
Full-Time Residents	7,938	8,044	8,125	8,199	8,188	8,152	8,152	8,058	7,943	7,858	-1.0	-1.1	
Total (under 18)*	7,884	7,332	7,635	8,041	7,988	8,171	8,820	9,123	9,018	8,989	14.0	-0.3	

Source: National Intellectual Disability Database, Health Research Board.

Changing trends and policies

The **1996 Report of the Commission on the Status of People with Disabilities**, 'A Strategy for Equality', marked a milestone. It led to a Government policy obliging mainstream public services to include people with disabilities. This was given legal effect in the 2005 Disability Act.

Some points of note in the section on **Arts and Culture** include:

20.3 Arts education and arts approaches in education and training have a particular value for people with disabilities, including many people with learning disabilities, autism or mental health difficulties for whom other subjects and teaching methods are problematic or who have difficulty in using conventional ways of making or expressing choices. Being involved in arts activities can help people with disabilities to avail of other possibilities and thus function as a channel for achieving other personal objectives.

20.6 The low participation rate of people with disabilities as arts practitioners is partly explained by the same factors which inhibit their participation as audiences - the lack of arts education and training, appropriate access and low income levels. While people with disabilities have always been notable practitioners in the arts in Ireland (Carolan and Joyce, for example), this aspect of their experiences has generally been unacknowledged, considered irrelevant or hidden.

The section which follows on **Education and Training** includes:

20.24 The Council for the Status of People with Disabilities should develop models and mechanisms for the identification of talent, leading to professional training in areas of disability arts or arts and disability practice where few role models exist and/or where the appropriate language and aesthetic are only in the process of development. The training itself should take place in mainstream settings.

In 2012 the Health Service Executive published **New Directions a Review of HSE Day Services and Implementation Plan 2012-2016** that prioritised "*being part of one's local community*" as a real option for people availing of adult day services. The review suggested that the guiding principle for the future would be that supports "*will be tailored to individual need and will be flexible, responsive and person-centred.*"

A developing role for the supported studio

As policy in Ireland moves from centre based care to individualised and community based engagement, the supported studio setting could provide a sustained creative environment for individuals with specific health or social needs to foster and support their individual practice as visual artists. It is important that as the possibility of developing the supported studio model opens up, we value the importance of adequate training for staff in this area. Well trained staff will not only support and nurture the artistic practice of the individuals, but through that could also nurture and support the development of a range of other life

skills and objectives as individuals are presented with opportunities to integrate in a very real way with their community.

Local needs

The Glasheen unit of Cope Foundation (to give just one local example) provides services for about 120 individuals in Cork. About 30-40 of the service users have demonstrated strong interest in art as their main pursuit. There aren't sufficient resources currently to support artists, if they want to pursue art-making. More main stream artists are needed to accompany artists as they work in the supported studio setting. There are hundreds of day service units across Ireland, with potentially many hundreds of individuals interested in art-making as a main pursuit. Whilst a training course for artists who want to work in a supported studio setting would not guarantee they get a job, it would ensure a considered and informed standard of support for service users as opportunities arise to work in that context.

New Directions challenges people with disabilities to have *"high expectations for themselves and of their community. It also challenges families and services to adopt an attitude of positive risk-taking."* The outcomes of such positive risk-taking are critically important and, we believe, should be supported by well trained individuals and not left to chance.

References

1996 Report of the Commission on the Status of People with Disabilities *A Strategy for Equality* <http://nda.ie/nda-files/A-Strategy-for-Equality.pdf>

New Directions a Review of HSE Day Services and Implementation Plan 2012-2016, February 2012, Health Service Executive,
<http://www.inclusionireland.ie/sites/default/files/attach/basic-page/1017/new-directions-report-pdf.pdf>

Health in Ireland, Key Trends 2015, Department of Health
http://health.gov.ie/wp-content/uploads/2015/12/Health_in_Ireland_KeyTrends2015.pdf