

Structures of Inclusive Arts Learning

Strategic Guide for Implementation

Based on the methodology and results of the European project
SpIrAL - Structures for Inclusive Arts Learning (2023-2025)



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1 – Introduction

The Inclusive Artistic Learning Structures were conceived as a sustainable framework to ensure the continuity of the methodologies and inclusive practices developed through the European project SpIrAL - Structures for Inclusive Arts Learning Structures.

They represent a local and adaptable model for artistic education and participation, where people with and without disabilities can learn, create and perform together in accessible and collaborative environments.

Rooted in the philosophy that art is both a right and a language of inclusion, these structures provide spaces where creativity becomes a shared tool for expression, learning and community building.

This guide was developed to support the implementation of such structures in different local and national contexts.

It translates the experience of the SpIrAL project into a practical roadmap, offering key steps, principles and strategies to help organizations, cultural centres and public entities establish inclusive and permanent artistic learning programmes.

“Inclusion in the arts is not a goal but a continuous process — a way of creating, learning and existing together.”

SpIrAL Book, Introduction

2. Objectives and Core Principles

Objectives

The Structures for Inclusive Arts Learning aim to ensure equal access to artistic education and creative participation for all.

They were designed to sustain and expand the inclusive practices developed through the SpIrAL project, integrating them into long-term local frameworks.

Their main objectives are to:

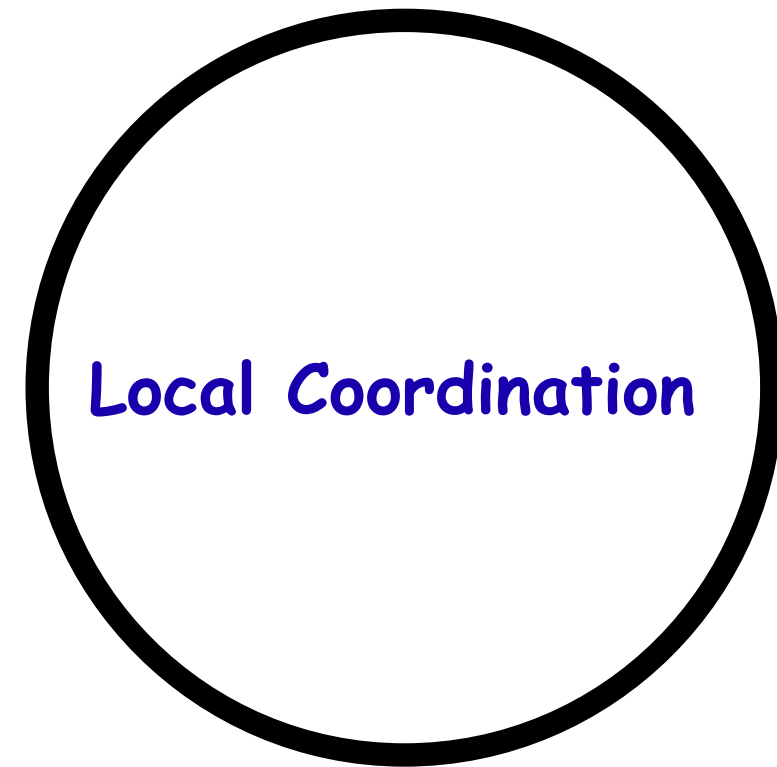
- Create permanent and inclusive artistic training spaces;
- Promote equal access to arts education and cultural participation;
- Strengthen the role of the arts in inclusion and citizenship;
- Provide capacity building for artists, educators and cultural professionals;
- Encourage cooperation between cultural, social and educational sectors;
- Build a European and local network of inclusive artistic structures.

Core Principles

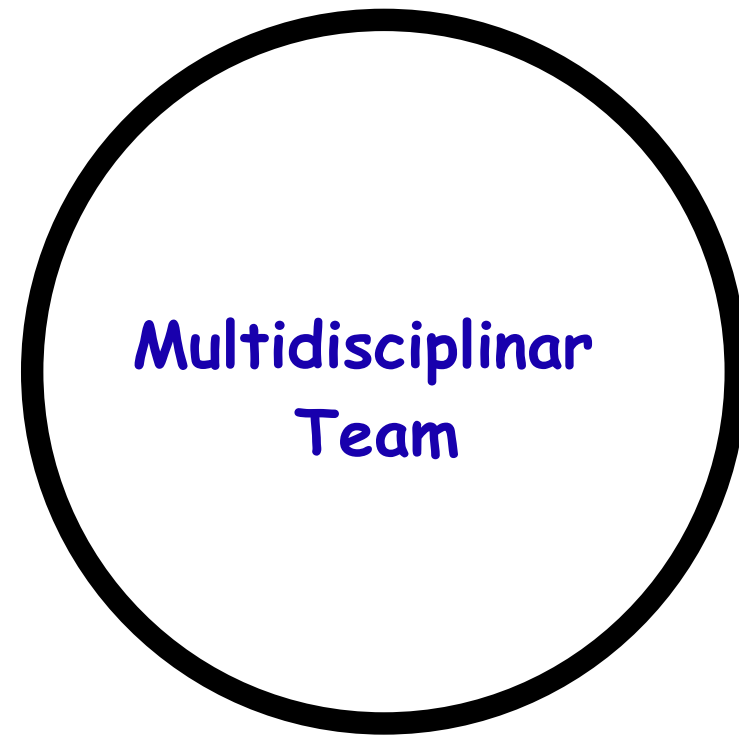
Each Structure is guided by a shared set of values and methodological principles established during the SpIrAL project:

- **Universal Accessibility**
Guarantee that everyone can participate, regardless of physical, sensory or cognitive condition.
- **Diversity and Co-creation**
Recognise difference as a creative resource and promote horizontal collaboration.
- **Learning Through Art**
Use artistic practice as a tool for personal, social and emotional development.
- **Sustainability and Continuity**
Create long-term structures embedded in local communities.
- **Cultural Citizenship**
Promote belonging, visibility and participation through the arts.

3. Operational Structure



Oversees management
planning and partnerships



Artsts, mediators
and educators
working together



Artistic Areas fostering
creativity



Shared creation and
active participation
in the community



4. Artistic Areas of the Inclusive Learning Programme

THEATRE

Body and voice as instruments of expression.

DANCE

Movement as a shared language of connection.

MUSIC

Sound and rhythm as inclusive creative forces

MULTIMEDIA

Technology as a bridge for accessible creation.

LITERATURE

Words that reveal, connect and transform

VISUAL ARTS

Colour and form as paths to imagination.

5. Implementation Phases

The creation of an Structure for Inclusive Arts Learning follows four main phases.

Each phase includes key actions and expected results, forming a replicable roadmap that can be adapted to different local contexts.

1

Diagnosis and Mapping

Understand the territory and identify key actors.

- Map cultural, social and educational organisations.
- Identify accessible spaces and target groups.
- Establish the initial working group.

Result: Participatory diagnosis and local resource map.

2

Planning and Structuring

Define the pedagogical model and operational framework

- Adapt the SpIrAL learning modules to local needs.
- Establish partnerships and working agreements.
- Design the annual programme and team structure.
-

Result: Strategic and operational plan for the Structure.

From temporary workshops to permanent structures — sustainability begins when inclusion becomes a daily practice.

5. Implementation Phases

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3

Pilot Implementation

Test methodologies and consolidate the team.

- Run short training cycles and artistic workshops.
- Collect feedback from participants and partners.
- Evaluate accessibility and learning outcomes.

Result: Pilot report and refined implementation model.

4

Consolidation and Sustainability

Transform the pilot into a permanent structure.

- Formalise the EFAI as a local learning centre.
- Secure long-term funding and stable partnerships.
- Establish regular artistic training and public events.

Result: Active and sustainable Structure

6. Structural Models

Three adaptable approaches for implementing Inclusive Artistic Learning Structures.

COMMUNITY MODEL

The Community-Based Model focuses on participation, local partnerships and social inclusion.

It is usually developed within community centres, associations or municipalities, involving people with and without disabilities in shared artistic processes.

This model reinforces belonging, dialogue and collective creativity, turning the Structure into a local hub for cultural participation.

ARTISTIC MODEL

The Artistic Model is centred on creation, production and professional artistic training.

It is typically implemented in theatre or art companies and independent collectives, combining artistic learning with rehearsals and public performances.

This approach promotes visibility and recognition of inclusive artistic practices within the professional cultural sector, bridging training and creation.

EDUCATIONAL MODEL

The Educational Model integrates inclusive artistic methodologies within schools, adult learning centres or training institutions.

It encourages collaboration between teachers, artists and support staff, adapting the artistic modules to formal and non-formal education.

Through this model, reinforces empathy, accessibility and artistic literacy embedding inclusion in the learning process itself.

7. Evaluation and Impact

Dimension	Key Indicators	Evaluation Methods
Participation and Inclusion	Number and diversity of participants Balance between abilities and genders	Registration data and attendance sheets Demographic analysis
Learning and Artistic Development	Skills acquired and creative outcomes Confidence and teamwork	Observation grids and trainer reports Participant self-assessment
Accessibility and Inclusion Quality	Accessible spaces, materials and information Use of inclusive communication tools	Accessibility checklist and peer feedback Participant evaluation forms
Community and Institutional Impact	Partnerships and events organised Audience reach and visibility	Reports, surveys and media tracking Stakeholder interviews
Sustainability and Continuity	Long-term continuity of activities Stable partnerships and resources	Annual monitoring and evaluation meetings Local sustainability reports

8. Networking and Sustainability

Building networks of collaboration is essential to ensure the long-term sustainability of each Structure.

Sustainability in the arts means not only financial stability, but also connection, knowledge exchange and shared responsibility among partners.

Each structure should be part of a local, national and European ecosystem that promotes inclusion, accessibility and cultural participation.

This includes cooperation between artists, educators, cultural institutions, municipalities and social organisations.

Networking Strategies

- Participate in local and international projects that share inclusive methodologies.
- Establish partnerships with schools, art centres and NGOs to expand impact.
- Develop joint events, artistic residencies and community festivals.
- Contribute to research, documentation and dissemination of inclusive practices.
- Create digital spaces for sharing resources, training opportunities and results.

Sustainability Measures

- Secure stable funding from public, private and European sources.
- Promote capacity building for trainers, artists and coordinators.
- Integrate the structure into municipal cultural strategies or educational programmes.
- Evaluate and adapt the structure annually to ensure continuity and relevance.

9. Resources and References

Main references

SpIrAL Book - Inclusive Artistic Learning Programme (2025)

Erasmus+ Programme Guide - Key Action 2 (Adult Education)

European Disability Strategy 2021-2030

UN Convention on the Rights of Persons with Disabilities

UNESCO - Culture and Education for Sustainable Development

Council of Europe - Disability and Inclusion Policies in Culture (2022)

Online Resources

www.spiralproject.eu - Official website of the SpIrAL - Inclusive Artistic Learning Structures project.

www.clapassociacao.org - CLAP Associação: Inclusive arts, community projects and education.

www.glocalmusic.pt - Glocalmusic Cooperative: Inclusive artistic training and European cooperation.

www.fondazioneaida.it - Fondazione AIDA ETS: Theatre and cultural innovation in Italy.

www.msmm.hu - MSMME Hungary: Arts and Methodology Workshop.

www.fundacionuxionovoneyra.com - Fundación Uxío Novoneyra: Art, literature and rural culture in Spain.

www.ergaristiri.gr - Ergaristiri: Artistic Laboratory for inclusive creation in Greece.

<https://erasmus-plus.ec.europa.eu> - Erasmus+ official portal.

<https://www.disabilityartsinternational.org> - Disability Arts International (British Council).

10. Credits and Contacts

This guide was created within the project SpIrAL - Structures for Inclusive Arts Learning (2023-2025), co-funded by the Erasmus+ Programme of the European Union.

Project coordination

Glocalmusic (Portugal)
www.glocalmusic.pt

Partners

Fondazione AIDA ETS (Italy)
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Fundación Uxío Novoneyra (Spain)
Aeroplío Thetre (Greece)

Rooted in local communities, connected across Europe — this guide is part of a shared path towards inclusive and sustainable arts.