



DOOL Dance Out Of Line

**Intellectual Output 1 Part IV:
Created Tools and Guidelines**

Startup Guidelines and Principles

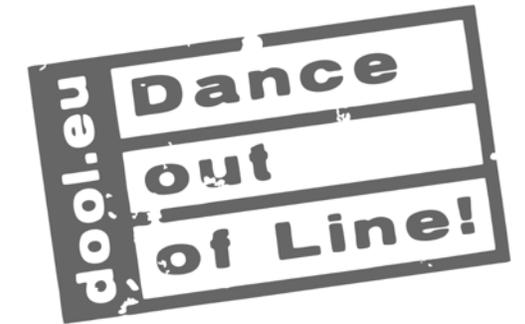
Startup Guidelines 1

The 11 most important start-up guidelines result from an ongoing process of exchange and lived and reflected experience. Intended as a starting point, the guidelines serve to be modified by professional mixed-abled artist teams for their contexts.

The goal is for inclusion to be lived: Artists with disabilities as teachers in schools and universities.

Principles for the work in schools

1. The program of interventions can only be **developed by mixed-abled teams**.
2. **Voluntariness** applies at all levels: the children/students/teachers/artists participate voluntarily. Any coercion is counterproductive.
3. **Appreciation**: meeting at eye level: the artists, appreciate the educators in their profession and vice versa. This means that the artists step into the role of the educators for a certain period of time. The remuneration is also to be aimed at on the same eye level and to be implemented in the long term, like the remuneration of the educators.



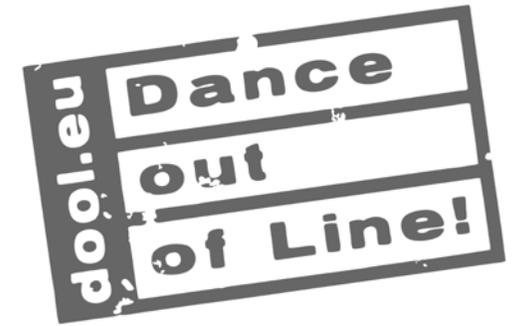
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Startup Guidelines 2



Guidelines for the whole project

4. **The path of positive energies** - Forget about school bureaucracy for the time being - rather ask your colleagues and friends who know committed teachers.

5. **Apply the principle of voluntarism to yourself.**

6. Give your team an **open-ended (time) space.**

7. **Team size** - For the start the team should not be too big but also not too small. Ideal seems to us 2 - 3 artist teams (6 people) and half as many administrative and organizational colleagues.

Note: without good administrative and organizational preparation this project will remain a flash in the pan.

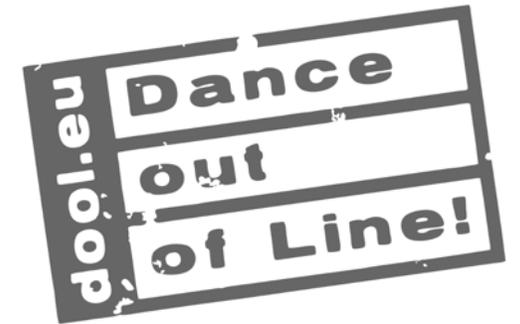
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Startup Guidelines 3



- 8. Start with experienced partners from the art scene.** Colleagues who have already managed their careers successfully can be much more generous in real partnerships. Appreciative remuneration is also much clearer to implement.
9. Remember, **the energy always comes from the children and young people.** You never need to worry about that. Much more mindfulness is needed in confident partnership with each other (between team members) and with students and teachers.
10. The Informance, while an important introduction, accounts for only a few minutes (1% percent) of your time with students. The workshop elements, the reflection situations, the lunch together, etc. need the much **more detailed preparation.**
11. Even though the essentials happen in the "now" from body to body, we all need the **level of communication to the outside.** Therefore, think early to collect photo documentation, statistics, statements, criticisms, suggestions for improvement, best practice stories. Preferably in a structured way, so that little by little a good overview emerges.

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