

DOOL Dance Out Of Line!

Intellectual Output 4: General Guidelines, Businessplan, Certifications FLIGHT CASE
IO4 a: Development & Business Plan



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the European Union**

Acknowledgements

This Development & Business Plan describes the phases and milestones for the development and establishment of a DOOL provider for its respective region.

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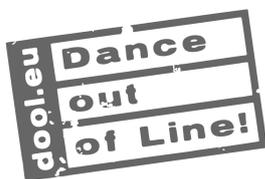
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Preface

This is a development and business plan from Dance Out Of Line (hereafter DOOL). It describes the development, implementation and sustainable establishment of structures that arise in connection with the organization of regional DOOL initiatives. In addition to the presentation of the strategic orientation and the development and investment effort to be carried out for regional DOOL initiatives, co- and competitive situations, cooperation concepts, related organizational and financing considerations as well as forecasts for a successful project course over a period of 5-8 years are explained.

The development and business plan is to be adapted continually to new and regional conditions. Interested parties should consult experienced DOOL organizations for further information. Furthermore, we would like to point out that despite regional differences and the resulting challenges, coaching by an experienced DOOL team can be very supportive and is expressly recommended by us.

The Erasmus+ DOOL project team believes that through the business concept described here, a sustainable, stable and inclusive addition to school operations can be established within five to eight years. In addition, significant interventions can be made in the university sector with a focus on pedagogical training. Thanks to existing experience, further development and improvement of the specific offerings can also be built up in new fields of action based on high quality standards. The DOOL approach with its principles represents a unique selling point within the field of education and is unrivalled from an inclusivity perspective.

This information is freely available to all interested groups and is published under the opensource license **CC BY-SA**.¹

The particularly challenging Covid-19 situation of the last few years has presented an extraordinary challenge to the DOOL consortium, especially with respect to an organic structure. Therefore, we can trust that the basic ideas and elements recommended here will in any case have a positive effect in less turbulent times.

In order to finance and expand the Europe-wide DOOL network, it would be highly desirable to obtain targeted European funding.

Vienna, December 2021

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1 MY DOOL in my region - Genesis and vision: MAD, MELLOW YELLOW and DOOL

MAD stands for Mixed-Abled Dance. The Association for the Promotion of Mixed-Abled Dance & Performance (MAD Coproductions) was founded in 2013 by Elisabeth Löffler, Cornelia Scheuer and Vera Rosner together with Guido Reimitz in Vienna.

Since 2017, MAD has been working with the inclusive school model MellowYellow in schools.

Since 2018, MAD has been active across Europe with the Erasmus+ Dance out of line (DOOL) project in cooperation with partner organizations in Finland, Italy, Slovenia and Hungary.

VISION

One of our goals in Austria by 2030 is: 100 mixed-abled arts teams and 100 mixed-abled sports teams for Austria's schools.

Further 500 mixed-abled art teams throughout Austria are a goal for the next 10-15 years.

Long-term goal: at least 2% of school days should be led by mixed-abled educators. This should be covered either by pedagogues permanently employed at the schools (e.g., in Austria the education system for disabled people has to become more permeable for this) and/or by external artist teams.

The underlying goal in countries that still have a segregated education system, such as the German-speaking countries, is to reform the system in the long term!

During the establishment of the project, the independent DOOL organizations should get in contact with each other, support each other scientifically, network, and thus guarantee high standards in terms of the quality of the offering and also the scientific impact measurement.

As long as (non-disabled) children never spend time with people or teachers with disabilities during their educational path, uncertainty, ignorance about everyday life with disabilities, and distance between people remain. Students with disabilities are also prevented from learning with non-disabled peers, in addition to lacking role models with disabilities.

2 Uniqueness and DOOL principles or: What is unique about MELLOW YELLOW/DOOL?

DOOL is characterized by the collaboration of experts on equal footing at all levels of work. This is a unique feature within the educational context.

Artists meet each other at eye level and live this out.

Professional artists (experts) guide the participants and give them important input or impulses.

The offer is also characterized by its open-endedness and the importance ascribed to the process itself. With each group, and with each unique artist team, completely different processes and dynamics arise - all topics that can be worked on. To be able to act flexibly, there is space within the workshop concept, which each team can utilize to better accommodate the moods and interests of the participants.

Our work in DOOL always refers to the principles of MAD, so we also want to introduce MAD very briefly:

MAD has set itself the task of initiating, supporting and accompanying sustainable socio-political change in the artistic field. Fundamental and effective change needs a good and stable basis or a nutrient-rich soil on which growth is possible.

The 5 basic principles of MAD are this nutrient, on which profound artistic and cultural-political and thus also socio-political changes become possible:

PROFESSIONALISM PRINCIPLE

The MAD concept pursues a professional orientation in all areas. In the first step, this is ensured primarily through cooperation with colleagues and institutions (the co-production principle).

MIXED-ABLED PRINCIPLE

All teams involved, at all levels of MAD projects, whether artistic, organizational or theoretical, are evaluated for their mixed-abled balance.

CO-PRODUCTION PRINCIPLE

MAD's projects all aim to be co-productions with existing institutions. This ensures the greatest possible structural inclusion.

PARTICIPATIVE & BARRIER-FREE

This concern, which is self-evident at MAD, can be extended to training & further education institutions as well as some platforms in this country through creative solutions, something which is already practiced in other countries.

ART NOT THERAPY

MAD is an art project that has developed in the context of art and culture and wants to initiate, force and establish a paradigm shift in this context. Therefore, the MAD project clearly demarcates itself from any kind of altruistic, therapeutic approach.

In the results of the project, we have drafted the [STARTUP Guidelines \(within our Intellectual Outputs 1\)](#) as a basis for recommendations for further projects.

The following guidelines in the management of the project are also important for us to emphasise:

The eye level principle

The DOOL teams act as mixed-abled teams on an equal footing. The fear-free, respectful interaction between team members is an important factor that immediately convinces, motivates, and involves the participants. The artists are experts in their field and are paid on an equal footing with teachers, as they do the same work.

Art instead of pedagogy about inclusion (yellow spot principle)

There is zero or at most marginal explicit talk about disability and inclusion. There is no "pedagogy with inclusion". There is no "pedagogy with the index finger", but rather, the Mixed-Abled Team simply brings performance art to schools. This is precisely what creates an impact.

Body & Mind

Through the DOOL programme, all senses, body and mind are addressed, and a holistic learning experience is achieved. People get into action instead of "only" talking about inclusion, diversity, and so on. DOOL combines mental and physical learning.

Open-endedness of processes

Students and teachers should engage in an honest relationship and discussion with artists and the subject matter. The process during the DOOL Day is open-ended: It is precisely external forces from outside the school that can achieve this open-endedness, as they are not bound to a fixed curriculum or learning objectives.

Bureaucracy minimisation recommendation

We recommend keeping bureaucracy as minimal as possible for teachers who make use of the DOOL offer.

Networking and shared learning

Independent DOOL organisations support each other scientifically, network with each other and thus guarantee high standards in terms of the quality of the offering and also scientific impact measurement.

3 Development and planning in the DOOL 4 phase model

Our problem:

In almost all European school and education systems there are hardly any educators with disabilities. This means that in this important phase of life there is a lack of (role)models and competent interlocutors for the problems that arise for the realities of life with diverse disabilities.

The segregated school systems (special education, etc.) that still exist in some countries contradict the European Convention on Human Rights and the UN Convention on the Rights of Persons with Disabilities. Even in countries with inclusive education systems, pupils and students face massive hurdles in everyday life that have to be overcome on a daily basis, e.g. physical barriers, organising and financing personal assistance for taking notes, ...

The lack of role models for children with disabilities adds to the fact that the permeability of the education system for people with disabilities is also very different in various countries. This is a massive disadvantage for people with disabilities and their chances, e.g. in the job market.

The DOOL team is of the opinion that:

Every child has the right to spend time with educators with disabilities.

Therefore, we strive to solve the problem with an intermediate step, in which guest lecturers lead project lessons in mixed-abled teams at schools and universities.

However, the aim of our efforts is always to change the educational landscape in the long term!

Further goals:

- **Changing the training of teachers**
- **Scientific work on participatory and inclusive educational concepts**
- **Networking with stakeholders**

The target group of DOOL are children and young people (pupils and students) aged 6 to 24, whereby we have gained the most experience in the school context with the age group from 8 to 14 years old.

For those interested, there is always the possibility of expansion/adaptation to other target groups: e.g. adult education (tested at universities in Italy), companies, and organisations.

Joy and good teamwork is always important to the work of the artists. An administrative team and producers support the artists in their work.

3.1 The DOOL 4 Phase Model

1st phase >>> Development of the prototype as an artistic project

Duration: 6-12 months

Number of artist teams 1-2 teams

Number of interventions: 10-20

At the beginning there is the exchange and planning of the first pilot phase. Making mistakes is important at this stage of the project; our motto was: "You can only start out wrong" (after Peter Handke). Only if mistakes are allowed to be made in this phase can the team learn together. Resonance meetings then reveal which direction to take.

Suggested team size: 2 recognised artists with and without disabilities plus 1-2 teacher friends and 1-2 administrative staff.

Goal: Teams of artists create informances and workshop elements/concepts that allow for interventions in the school setting and that enable a participatory process with pupils and teachers (minimum 8 school hours/units) The concepts have been tested several times with different groups of pupils and initial refinements have been made.

Milestones Phase 1:

- The prototype of the MY DOOL intervention has been designed and tested with at least 10 school classes.
- The first improvements have already been made and both the pupils' and most teachers' reactions range from positive to enthusiastic.
- Some colleagues from the arts (or sports) scene were guests at the Phase 1 interventions and are also interested in the process with positive feedback. Some can even imagine setting up their own team.
- The teachers want to invite DOOL again and recommend the project to other schools.

There is an attractive photo documentation, a description of the process, initial written reactions and a clear idea of what elements are needed for successful implementation in the next phase.

DOOL has developed 11 guidelines for this phase to guide the process: our [Startup Guidelines \(IO1\)](#).

2nd A Phase >>> Proof of Concept

Number of artist teams: 2-4

Number of interventions 20-50

Duration: 6-12 months

Goals: continuous operation, predictability, gaining partners

Now it is important: does the model work, does it appeal to people? In this phase it is particularly relevant to go over mistakes in what has been done so far, to think outside the box, and to get feedback.

This is also where the (scientific) impact measurement/evaluation of the offer should begin. The project should be disseminated and presented beyond a sympathetic audience.

Contact to other (disabled) artists, teachers and curators should be established.

The fields of education, art, and inclusion should be addressed as supporting pillars of the project and preparation work utilizing their respective logics and language should be done to ensure sustainable expansion of the idea.

The proof of concept phase transforms the project concept into an artistic-educational service that is to be continuously offered to educational institutions. For this purpose, the communication channels and feedback loops with the schools/educational institutions (marketing), customer acquisition, with the artist communities, but also with the funding bodies must be well-developed and documented. All cooperation partners must be included in the project idea, as this is the only way to lay a good foundation for DOOL's bottom-up growth.

For the first time, contacts to educational directorates and administrative structures are sought in order to promote the project and its contents, while burdening them as little as possible with bureaucracy (**bureaucracy minimisation recommendation**)². In this phase, it has proven to be particularly valuable that education experts and decision-makers personally experience the project implementation in order to gain comprehensive insight.

² see page 7.

A concept for accompanying impact measurements is also to be considered (and carried out in phase 2B), with the key thing being: how these can be carried out with as little bureaucracy as possible.

In a nutshell:

The Proof of Concept phase aims to demonstrate that the DOOL activities work systematically, i.e. make sense for each of the three areas of arts/sports, education, social/inclusion, and trigger concrete positive effects.

Milestones 2 A:

1. Schools and educators who were not known through personal contacts have requested the project and will recommend it to others.
2. Decision-makers in all three areas are aware of DOOL and have expressed their willingness to cooperate in principle.
3. Participating teams of artists want to continue the project and there are other interested artists.
4. The transferability of DOOL methods to several mixed-ability teams and different types of schools and age groups has been demonstrated.
5. The problem-solving capacity of the DOOL methods was communicated to the peer groups and met with interest.
6. The different work areas/team structure are structurally clear and equipped with appropriate staff.

2.B Phase >>> Pilot Project Roll-Out

Duration: 2 -4 years

Number of artist teams: 6-12 artist teams

Number of interventions approx. 200-500 interventions, approx. 100 per year

OBJECTIVES:

1. Pilot project roll-out via **"good energies and easy ways"** (see Startup Guidelines) in the region where the DOOL team is positioned. Test the scalability of the model and show where the critical means of production are to be located while ensuring high quality standards for DOOL. In addition to financial resources, there is the question of human resources (both with and without disabilities) in the artistic as well as in the administrative/organisational area.
2. With regard to educational institutions, the transferability to various types of schools (e.g. vocational schools), but also the chances for implementation in "rural areas" must be examined.

3. Furthermore, reliable conclusions on the required frequency of DOOL interventions and their duration would be useful.

4. Theoretical work from various scientific disciplines should provide a solid basis for the further development and dissemination of DOOL methods. In addition to the social sciences, the educational sciences, economics, psychology, art, etc. could also be used.

5. Measuring the impact of the DOOL method: valid figures should be collected in an external study that examines the impact of MY DOOL on consciousness-raising and thereby clearly demonstrates the effects of DOOL interventions to decision-makers. This will optimise the frequency/necessity of interventions. A concept and the questionnaires, as well as other instruments for impact measurement were developed by social scientists within the European Erasmus+ DOOL project and are available under an open-source licence. The professional implementation and evaluation of the regional MY DOOL initiative should be feasible with the regional scientific partners at manageable costs.

Recommended reading: [Impact Survey Toolkit \(IO4\)](#)

6. Develop mechanics (rules of the game) for contact with the public sector/funding and make them self-perpetuating in order to move towards permanence.

Milestones:

1. The basic funding concept is set up on several tracks: from all 3 areas of education, art and inclusion.

2. Labour law considerations have been made (artists, administration) for sustainable service provision.

3. Impact measurements and surveys were carried out and continue to be a permanent fixture.

3rd phase>>> The inclusive permanent operation

Duration: Permanently established as a key element.

Number e.g., 100 teams in Vienna (1.9 million inhabitants) by 2035, will be increased to 2% of teaching days in the long term.

Target: 1. 2% of teaching days led by teachers with disabilities.

This ambitious goal can only be achieved if DOOL offers educational institutions qualities and competences that are attractive for the respective educational institution which at the same time cannot be provided by them themselves.

The strategy DOOL proposes to approach the 2% goal is to motivate many imitators to build and offer the DOOL methods with their organisations.

For example, MAD was able to motivate the Austrian Alpine Club (OEAV) to look at DOOL methods and adapt them for professional mixed-abled climbing teams. Other sports associations and arts branches are also interested in our methods (badminton, basketball, music universities, etc.).

This way, DOOL contributes to opening up schools and simply brings inclusion along with it. However, DOOL always sees itself as a partner of the teachers, who are responsible for the educational progress of their students. DOOL's expert teams therefore do not present themselves as teachers, but as professionals in their respective disciplines - be it art, sport or something else.

The dynamics of growth in each region is determined by the critical factors of the project. These critical factors are basically the financial and human resources (the professional quality of the mixed-ability teams).

MONITORING

We recommend monitoring to accompany the chosen growth path in order to be able to ensure the intended impact (artistic and professional quality).

see also: [**DOOL Certification Recommendations \(IO4\)**](#)

Milestones:

1. DOOL is successfully established regionally and is growing at the speed at which artistic and professional quality can be ensured.
2. DOOL is implemented in more regions and countries, effects on areas of life downstream from school begin to be proven/shaped, e.g. in working life/university sector, ...
3. In addition to the artistic/educational teams, there are also teams in other areas, e.g., mixed-abled sports teams.

DOOL combines at least **three clearly formulated goals:**

- a) anchor more project teaching in the school system
- b) more creativity and open processes in the school system, and
- c) more movement and body awareness in the school system.

Offerings

- Project lessons Minimum duration 1.5 school days
- Project week 5 school days
- DOOL semester project 18-22 school days
- Theoretical and practical seminar offerings for the academic sector with a focus on teacher training courses

Quality and service

The basic idea of DOOL is always that highly professional, experienced personalities (whether in the arts, sports or other disciplines) should work in a team with young talents who additionally bring in their very special experiences in these very disciplines as well.

We would like to describe the challenge of planning DOOL Days as a "normal" appointment, which differs significantly from highly administrative, hierarchical management systems. This is expressed in our guiding principle to "minimise bureaucracy". We at DOOL are convinced that the most efficient form of communication is body language, followed by personal conversations, video conversations and telephone calls, and that written communication should be kept to the minimum. We try to avoid any form of forms and believe that this is an interesting way to ensure the highest possible quality of service. Legal circumstances must of course be observed.

Sport AND dance AND/OR?

Several forms of mediation can be chosen: Besides dance, MAD in Austria tries to initiate two sports teams, together with a paraclimbing world champion and an experienced climbing educator. Together they bring valuable expertise from outside into the school, from which both the pupils and the teachers can benefit.

Financially, this must always be taken into account: the work in schools accounts for 80% of the expenses, while 20% of the funds must be allocated for administration/back work.

4 Target groups and profiles of interested parties/clients for MY DOOL services

All EU countries ratified the [UN Convention on the Rights of Persons with Disabilities](#) in 2009 and are confronted with very different challenges due to their respective national historical developments.

In Austria, for example, the segregated school system with "special schools" and "mainstream schools" divides children into Gymnasiums or middle schools after primary school, and at best new linguistic designations are found, whereas Italy started a process several decades ago to educate all children together. Likewise, Finland has an education system that is very interesting and highly praised on many levels and is finding its own ways to make inclusive processes possible via the path of general education and project orientation.

Further reading

Overview of Education in the European Union

Report "Education and Disability/Special Needs - policies and practices in education, training and employment for students with disabilities and special educational needs in the EU".

Low number of educators with disabilities

At DOOL, we want to focus our attention on the following fact: the near absence of educators with disabilities. This was even made impossible by law in some countries until a few years ago. Example AT "physical fitness".¹³ In our schools there are no role models with whom children and young people can talk. This is where the DOOL concept comes in and enables this contact between the next generation and professionally qualified role models with a disability. Learning happens at eye level and with fun.

Target groups of the DOOL offer

Pupils of all ages, students, teachers, artists.

Pricing policy

We want to relieve the schools financially and administratively, therefore the offer is basically free of charge and DOOL takes care of the organisational effort.

Charging schools money for the offer would lead to the following: In most school systems, educators then have to look for sponsors or seek out highly bureaucratic funding systems. A monetary system would also reinforce the hierarchies that exist in society (which school locations can afford the offer, which cannot?). The barriers to bringing a DOOL Action Day/Week to the school would undoubtedly become greater.

Therefore, we are in favour of offering the services to the schools without a monetary transfer. Nevertheless, a common meal for pupils and artists, sufficient time and space as well as a certain openness are required from the school partners.

Partners

There are two groups of partners:

a) the organisations that want to implement and introduce the DOOL concept in their region, one could call them social franchisees in the broadest sense.

³ https://www.bundessache.at/media/file/20_Abschlussbericht_-_Grundlagenarbeit.pdf (German)

b) the schools or school systems in the respective regions (in the broadest sense clients/demanders).

Trends in education policy regarding inclusion

Despite the Human Rights Convention and clear recommendations of the majority of experts, resistance to an inclusive education landscape seems to have held the upper hand for several decades. In Austria, for example, hopes are currently pinned on making the teaching profession more attractive for students with disabilities and on slowly converting/opening up special schools to schools for all children.

In some countries, the conditions are quite different. In Italy, there has been a legal basis since 1971 that in principle grants all children participation in the mainstream education system.

Thus, there are very different school systems throughout Europe and sometimes also little common ground for discussion. Thus, DOOL organisations must or can set their own goals or adapt those that we offer as a DOOL project.

There are also national and regional trends and initiatives, for example in the field of education.

DOOL also focuses on the role model effect of teachers with disabilities - there is still an urgent need for action in many European countries. Data is largely not collected or is incomplete and therefore difficult to obtain.

DOOL, with its focus on project teaching by professional mixed-abled teams, can adapt very flexibly to all kinds of trends. With its project orientation, DOOL itself represents a megatrend of educational change, away from purely subject-based teaching towards experience-oriented and project-based learning. Possible alternative providers are not seen as competitors but as allies. Mutual exchange is a desired scenario.

5 Cooperation and certification/licensing

In some school systems there are requirements that have to be fulfilled by non-school providers. This is a minimum standard for DOOL projects, as one third of these projects should be funded by the education sector anyway. For the respective guidelines, interested organisations should contact their respective regional or national contact persons.

Cooperation partners

Artists and arts organisations

In Austria, for example, it can unfortunately be assumed that artists who are involved in schools, education, and art education are very low down in the hierarchy of the art world.

DOOL counters this phenomenon by proposing to have cooperation partners, especially in the first artist teams to be formed, who have already been successful nationally and internationally and therefore enjoy broad recognition in the scene. Once successfully initiated with prominent names, it is also easier to find other experienced cooperation partners to expand DOOL and secure it in the long term. For this, it is important to communicate with the umbrella organisations at an early stage. It would even be ideal to be able to coordinate a movement of solidarity in the art scene for an inclusive and more creative education system at a certain point in time.

This structure can be applied in an analogous way to sports organisations.

Universities and higher education

Both research and teaching activities at universities are important building blocks for cooperation, especially in the field of educational sciences, inclusion research, social sciences, disability studies, pedagogy, and artistic research.

The artists, educators and researchers who are being trained are a highly interesting target group to ensure more inclusion for the future. Today's students are the teachers, researchers, and allies of tomorrow.

In Austria we have close collaborations in place and in preparation with the following universities, among others:

- University of Music and Performing Arts
- Department of Education at the University of Vienna
- University College of Teacher Education Vienna
- Vienna University of Economics and Business Administration
- University of Applied Sciences Campus Social Work Study Programme
- University of Arts and Design Linz

This list alone from the current regional DOOL project in Vienna (MellowYellow) is quite a comprehensive one.

In the higher education sector, participation in conferences is also an option, e.g., to present the project itself, existing research results on the project, or simply for networking purposes.

Schools and school associations

Here it must be clearly stated once again: DOOL addresses all schools, so it is by no means a project “only” for special schools (where they exist in this form). To the contrary, the experience of inclusion should be brought to those educational places where it has not been available for a long time due to various developments.

Of course, the specific DOOL offerings differ depending on the age of the main recipients: the pupils.

We do not want to exclude the possibility that a regional DOOL organisation might want to specialise in a certain age group. In the DOOL project itself, which has now come to an end, we and our Erasmus+ project partners have focused on the age group 6-24 (some partners have set priorities, e.g. DanceAbility Finland has worked with primary school children, and CorpoCeleste (Italy) in higher education), and cannot make any statements for early childhood or pre-school education, for example. DOOL also has no experience with adult education. However, even 6-24 is a broad field with diverse demands, in which conscious diversification is very important to us. We strive to take socio-economic backgrounds into account in such a way that we have given priority to schools in disadvantaged neighbourhoods, but without excluding schools in areas with children primarily from educationally disadvantaged backgrounds.

We try to position DOOL offers at all types of schools and in the respective age groups.

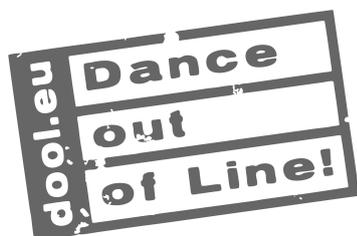
Self-advocacy organisations

Activists of the self-advocacy organisations of the Independent Living Movement provide communication “into the community”. Many organisations offer parent education. Involving people who are active in (new) DOOL projects as well as in the movement ensures that the paternalism-prevention principle is maintained: “nothing about us without us”. People outside the project team should also be involved as important feedback providers; it is recommended to have contact with (other) artists or people who want to get involved in the artistic-pedagogical field, and also with politicians and potential funding bodies.

The DOOL brand

DOOL is a combined word and image brand. The contents and the logo are subject to the opensource license **CC BY 4.0**.

DOOL is an umbrella term; the following names have been chosen so far for the shaping of the projects in each respective region:



- MellowYellow (Austria)
- Disabilità, arte e università: approcci critici per corpi sovversivi (Disability, art and university: Critical approaches for subversive bodies) (Italy)
- MUN KEHOSSA (In my Body) (Finland) earlier title: Informance - You can look!
- Skok čez Luno (Jump over the Moon) (Slovenia)
- NemÁrt! One day FUNDAY (Hungary)

The respective local title should be chosen by the participants themselves and adapted to the target group. We therefore want to encourage people to go their own way under the DOOL umbrella, while respecting the principles and guidelines. When using the regional title, reference should also be made to DOOL's international network. We plan to invite the social and artistic network for regular exchanges.

In many countries, certifications for accessibility, which we consider very important, have been established. We want to bring their importance to the fore. In this way, we at DOOL concentrate on very specific points, as general certifications are based on these.

6 Management

We recommend using both experienced as well as young artists for the project.

In addition to developing artistic approaches and workshop programmes, there are other areas of responsibility:

- Finances/funding
- Networking (with cooperation partners)
- General administration
- Organisation of events
- Marketing (social media, website, etc.)
- Artists
- Experts for accessibility, e.g., to enable all artists to access the project.
- Producers (responsible for contact with teachers, are the contact persons before, during, and after the DOOL Action Day for teachers and the implementing artist teams. In this way they enable the artists to do their work without any organisational effort).
- Bringing in external partners: e.g., messenger services for equipment, financial service providers/tax advice, obtaining expertise.

How differentiated the tasks are will always depend on the phase of the MY DOOL project, or which areas are covered by the artists at the beginning.

7 Social impact, efficiency and communication

The social impact, i.e. the effects of the project activities on the social environment and society as a whole, must be measured. This not only shows the project team whether their efforts are going in the right direction, but also ensures more credibility in the eyes of cooperation partners, funding bodies and so forth.

The Austrian DOOL project, Mellow Yellow, was evaluated by the Institute for Participatory Social Research in cooperation with Measury Sozialforschung OG. The preexisting social situation, the solution-based approach of the regional DOOL project "Mellow Yellow", and the effects of the project activities intended by the DOOL project were presented. Methods for measuring effects are also explained in the study. A mix of qualitative and quantitative methods were used for the study. Impact measurement was carried out at three points in time: on the Action Day itself, at the feedback meeting, and three months after the intervention.

Results of the qualitative interviews:

**88% of teachers have already recommended the project to others.
62% report that they now know more about living with disabilities.**

"In our school we are dealing with inclusion right now. This day was worth more than two weeks of lessons."

"It was very important that the focus was not on disability but on being together".

Reactions from teachers⁴

The study builds on the [Social Reporting Standards](#), which can be used for further impact measurement.

In addition, it is essential to set intermediate goals and to regularly evaluate which goals have already been achieved and to adapt the project goals accordingly.

In addition to an evaluation that meets scientific standards, it is also important to engage in reflection and exchange within the artist teams, the entire project team and also with the target audience (e.g. in the form of resonance meetings).

See also our [Impact Survey Toolkit \(IO4\)](#) and our [Quality Guidelines \(IO1\)](#).

⁴ [Booklet Beveledere21 \(MAD-AT, DOOL-MellowYellow\)](#)

8 Marketing, the path of "good energies"

DOOL moves in different worlds and must choose clever communication structures that are also accepted by the respective target group.

- World of education
- Artists' world
- Politicians' world

We describe our approach as the "path of good energies", first of all to connect and cooperate with people who are already easily accessible (possibly through corners) and who are already committed to "the cause".

In addition, "networking" and public relations and communication work are important.

DOOL's experience so far regarding **artists**: those who are not (yet) established tend to apply, while established artists must be approached proactively.

Teachers: At the beginning, recommendations were made in private circles and later it worked well through recommendations.

"How did you find us?", "Do you have colleagues who would be interested in this?"

were questions that showed us in initial conversations with educators which strategies we should increasingly rely on.

Institutions, e.g., in the education sector, were only approached by us in phase 2; they can also disseminate information about DOOL through their channels.

Evaluation results can demonstrate clear arguments in favour of the project, but addressing it on an emotional level, the joyful experience provided through participation can motivate people to take up the DOOL offering.

Recommended marketing activities

- Internet presence, social media
- Participation in trade fairs and exhibition stands, e.g. in the education sector
- Information events
- Brochures and flyers
- Obtain feedback in order to be able to adapt the structure of offerings to customers

In the Austrian education system, for example, it is particularly challenging to address actors at grammar schools (secondary level I & II). This type of school is not very inclusive and teachers are hardly ever sensitised to the topic of disability in the course of their training. Additionally, the structure of the lessons (several different teachers teach 1 unit each) makes it difficult for teachers who would like to bring the programme to their school to coordinate.

To get started, we again refer to our **Start Up Guidelines (IO1)**.

9 SWOT Analysis

Opportunities	Risks
<ul style="list-style-type: none"> • Unique answer to the unsolved inclusion problem in education. • Positive economic balance sheet • UN Convention represents an obligation that is reflected in funding priorities • Cost sharing through interdepartmental conception 	<ul style="list-style-type: none"> • Teachers who see inclusion as an additional burden. • A strictly segregated school system • Solutions without commitment by state agencies in the field of arts education • Art educators who are neither educators nor artists.
Strengths	Weaknesses
<ul style="list-style-type: none"> • Physical, stage, teaching experience of dance and performance artists. • Prestige in the top area • High flexibility of the expert teams. • Parents and self-advocacy organisations as allies. • Additional income that increases artistic freedom and independence. • Labour market and training opportunities for people with disabilities. 	<ul style="list-style-type: none"> • Potential liquidity problems that may arise • Complexity of funding systems in the case of interdepartmental funding • Lack of artistic training for people with disabilities • Poor status of artists involved in the education sector

Table: Opportunities, threats, strengths and weaknesses of the MY DOOL projects (SWOT analysis)

The form of the regional MY DOOL initiative can be organised as an association, as a "non-profit limited liability company", or as a sub-organisation of a larger entity. It should in no way be geared towards monetary profit, and in addition to a clear structure of responsibility (management or board) it should also include a scientific advisory board as a body.

What is special about MY DOOL initiatives, however, is that the Mixed Aabled Principle should also be applied to these areas. This means that ideally, wherever decisions are made (small or large), people with disabilities and competence can represent their perspective and assert their interests.

In the following chapter, we address budget planning and funding considerations for each phase. We divide into the development phase, a pilot

project phase and a regular operation phase, with phase 2 again divided into 2A Proof of Concept and 2B Pilot Project Roll-Out.

These sections resulted from strategic considerations as well as from our experiences here in Vienna and through cooperation with our Erasmus+ partner organisations. They are therefore to be understood as a proposal. The phases present a transformation of the funding situation from a project character to a permanent institution and from the solely responsible arts department to a cross-departmental initiative, which can, moreover, span several administrative levels.

The most important part of the budget is the personnel costs. Personnel costs are basically divided into two groups:

- staff who work permanently for the MY DOOL initiative and for whom it is their main source of income,

and

- those for whom this artistic work as part of a mixed-ability team in schools is a supplementary activity and additional source of income.

10 Financial requirements and capitalisation of MY DOOL

The financial requirements of MY DOOL initiatives are mainly generated by the necessary personnel expenses.

The principle of "equal opportunities" is used as a basis for calculation, where the salary systems of educational institutions are used as a benchmark (teachers' salaries).

Put simply, this means that the DOOL artist teams must be paid at the same level as the teachers who watch them at work (on that day), for the teaching time they provide.

As an example, here is the salary scheme for Austrian special contract teachers in three levels (ranging from a few years of professional experience to very high professional experience - level 3 (blue = x), which we will use in the following).⁵

Special contract teachers			
	Full time contract (100%)	50,00%	33,33%
Costs for employers 2021			
Level 3 gross salary/m	4.263,60	2.131,80	1.421,06
Cost for employers /y	77.578,68	38.789,34	25.856,96
Level 2 gross salary/m	3.428,90	1.714,45	1.142,85
Cost for employers /y	62.391,00	31.195,30	20.794,94
Level 2 gross salary/m	2.910,40	1.455,20	970,04
Cost for employers /y	52.956,56	26.478,20	17.650,46

Financial resources as a task of the state: We see the need to make our educational institutions more inclusive and sustainable as an obligation. Therefore, the necessary funds should essentially be provided by the state.

However, we also take into account the interdepartmental character of DOOL: all areas that directly benefit from the DOOL initiatives should contribute to the financing and be taken into consideration. Firstly, there are the specialised

⁵ Data from 2021: Special contract teachers I L Vocational school: <http://archiv.oel-ug.at/GehaltsTabLehr2021.pdf>

areas such as art or sport, secondly, the area of education, and thirdly, the area of support for jobs for people with disabilities (who are an integral part of the teams here).

Ideally, these three pillars of funding should form a stable foundation for sustainable change, which will enable long-term funding to be shared equally. As the education systems in various countries are again structured very differently, it is quite difficult to speculate about the different levels of political funding. We recommend a fair and easily communicable distribution between as many levels as possible, such as municipalities, regions, countries, and nations. The EU's funding programmes can play an important role here and be used as an impetus or catalyst for further development.

In any case, it seems reasonable to us to recommend different approaches for the different phases of a regional MY DOOL project as described in chapter 3.1.

A brief overview of the phases (described in chapter 3):

- 1 Phase - Development of the prototype
- 2.A PHASE - Proof of Concept
- 2.B PHASE - Pilot Project Rollouts
- 3 PHASE - The inclusive regular operation

PHASE 1 >>> Development of the prototype

FINANCIAL REQUIREMENTS/BUDGET:

As an order of magnitude, we estimate a range of 1x to 2x (see table on page 26) for this phase. Based on Austrian conditions (teachers' salaries), this would mean a target budget of between € 31,195 and € 62,390.

FINANCING:

We recommend that this phase be financed through arts or sports funding as an independent project lasting several months. In arts funding, open process development is the usual practice and leaves room for creative discovery, development and experimentation. As with other smaller art projects, interested people come together and coordinate their work, as well as the funding made available for it.

Already renowned partner artists not only increase acceptance among educational institutions and in the scene, but are also the decisive factor for the implementation of these funding applications.

Co-financing from other areas, such as education or labour market funding for people with disabilities, is also advantageous and desirable in phase 1, but in our experience is difficult to achieve. Participation in public tenders, e.g. in EU programmes, or private innovation funding, however, offer a good chance to have several funding channels on board right from the start.

Thus, the project team is ready for:

2.A PHASE >>> Proof of Concept

FINANCIAL REQUIREMENTS/BUDGET - 2.A:

As an order of magnitude we calculated the range **2x to 4x** for this phase. Based on Austrian teachers' salaries, this would mean a budget of between € 62,390 and € 124,780.

The existence and presentation of a successful prototype (phase 1) enables the extension of the activities to ALL stakeholders to be involved. In particular, decision makers from the three pillars of funding (Arts/Sport, Education & Social/Inclusion).

FUNDING - 2.A:

Ideally, this proof of concept phase is already facilitated by funding from all three areas (Arts/Sport, Education, Social/Inclusion).

Here we propose to bring into play the order of magnitude of one staff member (full-time equivalent) for each area.

FINANCING TARGET: Funding partners for the pilot project phase roll-out from the three areas of arts/sport & education & social issues/inclusion are interested in supporting the next phase:

2.B PHASE>> Pilot Project Roll-Out

FINANCIAL REQUIREMENTS/BUDGET - 2.B:

The annual financial requirement in this phase is to be estimated at **6x to 8x**. Based on Austrian conditions, this would result in a budget of between € 187,172 and € 249,562.

DOOL Phase 2 Expenditure Plan (yearly)	
Headquarters	56,250
Team Costs Art/Sport	167,201
Support Costs	12,540
Education & Training Expenses	13,968
Total Costs	249,959€

FINANCING CONCEPT Phase 2B Pilot Project Roll-Out:

1/3 Arts/Sport - 1/3 Education - 1/3 Social/Inclusion

FINANCING NEEDS				
	1 Year		2 Year	Sum 24 M
ARTS Federal Budget	41,660	2.5%	42,701	84,361
ARTS Federal State Budget	41,660	2.5%	42,701	84,361
EDUCATION Federal Budget	41,660	2.5%	42,701	84,361
EDUCATION Federal State Budget	41,660	2.5%	42,701	84,361
Federal Budget SOCIAL AFFAIRS (Equalisation Tax Fund)	83,320	2.5%	85,403	168,722
Funding estimate	249,959 €		256,208 €	506,167€

EU funding programmes are a very welcome source of start-up funding in this phase, which can also be allocated to one of the three areas. However, funds from private foundations and EU programmes cannot ensure sustainable funding. Therefore, while they are valuable, they can only selectively replace national or regional authorities as funders.

These figures only serve as an idea and a template for a possible funding structure. We know from our own experience that each regional DOOL initiative has to develop its own funding channels. We see the implementation of a tripartite financing structure as a realistic long-term goal.

Milestones 2.B:

- The external impact measurement of the DOOL method was able to provide decision makers with valid figures that clearly show the positive impact of DOOL interventions and document the required frequency of use.
- The three funding pillars agree to a multi-year commitment.

- The administrative management and structure of the MY DOOL initiative is clearly defined and has set a medium-term and long-term growth target.
- The required artistic staff are available, prepared and interested.
- In phase 2.B, an information and booking system for the schools was established and successfully tested.
- Articles (contributions) from diverse scientific disciplines enrich the discourse around the DOOL methodology and thus nourish the process of working towards a more inclusive education system.

FINANCIAL NEEDS/BUDGET - Expenditure planning:

The expected investment costs in tangible assets are very low or not necessary at all if some administrative structure is already in place. As already mentioned, the costs are mainly personnel costs, which refer to the administrative and management staff on the one hand, and to the mixed-ability artist or athlete teams on the other hand. This results in a cost structure (variable and fixed costs) that can be broken down as follows:

Headquarter Costs	Fixed cost
Team Costs	Variable cost
Support-Costs	Variable cost
Education & Training Costs	Fixed cost

Table: Cost categories DOOL

The respective financial plans must of course be worked out very specifically in each individual situation and depend on the growth path and the wage level of each country. Therefore, we can only present a table here as an example, which could apply to:

- Example region - Vienna/Austria (please compare the table on page 26 with the teachers' salaries)
- Variant ART interventions - very strong growth in the next 5 years
- Variant ART interventions - cautious start with increasing growth curve

GROWTH PATH	2022	2023	2024	2025	2026
Example region Vienna (AT)					
DOOL Schools/Classes	149	298	656	1,148	1,722
Students reached	3,424	6,848	15,091	26,409	39,614
Teachers involved	223	447	984	1,722	2,584

Table: Growth path DOOL

EXPENSES DOOL	2022	2023	2024	2025	2026
Vienna 2022 - 2026					
Headquarter Arts	56,250	112,500	114,750	117,045	159,181
Team Costs Arts	167,201	334,402	477,526	1,265,135	1,935,656
Support Costs	12,540	25,080	35,814	94,885	145,174
Education & Training Costs	13,968	27,936	28,495	58,129	88,938
Costs Arts	249,959	499,918	656,586	1,535,194	2,328,949
Headquarter Sport	18,750	18,750	19,125	39,015	79,591
Team Costs - Sport	25,334	50,667	103,361	210,856	322,609
Support Costs	3,800	3,800	7,752	15,814	24,196
Education & Training Costs	13,968	13,968	14,247	14,532	29,646
Costs Sports	61,852	87,185	144,485	280,217	456,042
Total	<u>311,811</u>	<u>587,103</u>	<u>801,071</u>	<u>1,815,411</u>	<u>2,784,991</u>

Table Expenditure Planning MY DOOL

10.1 Further financing of MY DOOL in regular operation

The capital invested by the founders in setting up DOOL can be estimated at several thousand hours of work. In phases 1, 2A and 2B, creative financing options are highly likely to be indispensable.

Especially in these pilot phases, private foundations and special short-term funding programmes of the European Union or other funders can provide essential assistance. Inevitably, there will also be detours and countless hours of work that the founding team will have to put into the strategies and planning of the challenges they face in each case.

From Phase 3: MY DOOL in regular operation, the focus should be on ensuring a sustainable offering (value proposition and growth path) while maintaining the quality. By this point at latest, professional payroll accounting and bookkeeping should ensure a permanent overview, with a fast and reliable house bank for correct payment processing and sufficient liquidity. The ESF as a European loan guarantee fund can make interim financing possible and private sponsors can step in when additional funds are needed.

But: The basic financing must be secured and contractually guaranteed by public authorities for a certain period of time.

This is a very big challenge and can only be achieved with the most intensive preliminary communication work. From our point of view, the division among the three beneficiary areas is the only way to develop independence. Our thought is that if two areas pledge their third of the necessary funding, the third area would run the risk of public embarrassment.

To give you a better view on this, we have presented the growth path for Vienna described above with a concrete funding matrix. Of course, the proportions may vary between sport and the arts and between the EU, the federal government, and the state (or depending on the administrative structure of the state).

We also recommend adapting the matrix to your funding possibilities and expectations. However, it is essential to stick to the goal of an equal distribution between the three areas.

Financing partners for DOOL		2022	2023	2024	2025	2026
ARTS Federal Budget	1 / 3	41,660	83,320	109,431	255,866	388,158

ARTS Federal State Budget (Vienna)		41,660	83,320	109,431	255,866	388,158
SPORTS Federal Budget		10,309	14,531	24,081	46,703	76,007
SPORTS Federal State Budget (Vienna)		10,309	14,531	24,081	46,703	76,007
EDUCATION Federal Budget /European Union	1 / 3	51,968	97,851	133,512	302,569	464,165
EDUCATION Federal State Budget		51,968	97,851	133,512	302,569	464,165
Federal Budget SOCIAL AFFAIRS (Equalisation Tax Fund-AT)	1 / 3	103,937	195,701	267,024	605,137	928,330
Total		311,811	587,103	801,071	1,815,411	2,784,991

Figure: Overview of financing partners for DOOL, with Vienna (AT) as an example

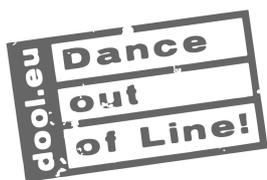
Further information

[DOOL Webplattform dool.eu](https://dool.eu)

[EU Project Results Database](#)

Regional DOOL project partners 2018-2021

- MellowYellow (Austria) - MAD
- Disabilità, arte e università: approcci critici per corpi sovversivi (Disability, art and university: critical approaches to subversive bodies) (Italy) - CorpoCeleste
- MUN KEHOSSA (In my body) (Finland) former title: Informance - You can look! - DanceAbility Finland
- Skok čez Luno (Jump over the moon) (Slovenia) - Medarhiv
- NemÁrt! One Day FUNDAY (Hungary) – Artman



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